

Sierra Educational News

October, 1925



Native Backgrounds of California's Romantic History

In this Issue

Preparing Children for Life
Children's Books

Facts of Interest *To Domestic Science Teachers*

Calumet Baking Powder received the Highest Award at the World's Pure Food Exposition at Chicago, and the Paris Exposition, Paris,—because it is pure in the making, sure in the baking.

Every ingredient used in its manufacture is officially approved by the U. S. Food Authorities.

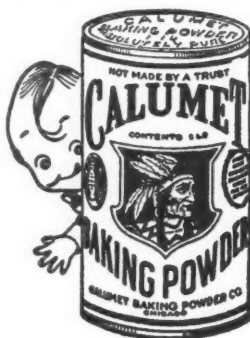
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SIERRA EDUCATIONAL NEWS

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THE SPIRIT OF VOCATIONAL EDUCATION
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EDITORIAL



WORD comes that the National School Teachers Union of France voted recently to affiliate with the General Labor Federation. Effort has long been made by certain forces in France **TEACHERS' UNIONS** to bring the teachers into closer working unity with the Labor

Federation. Under the federation provisions, the teachers would be compelled to declare a strike when so ordered by the governing council. Should a general strike be called, it will be incumbent on all school unions to quit work.

This action is unfortunate. Teachers, like police officers and firemen, are in fact public servants. They stand in entirely different relation to the public than masons or milliners or lawyers or newspaper reporters. It is not a question of glorifying or dignifying one business or trade or calling or profession over another. The teacher has in his care the sons and daughters of all,—the laborer as well as the capitalist. It is unthinkable that any misunderstanding or disagreement as between employer and employed should result in the closing of the school and casting the children out into the street. A strike frequently breeds disorder and sometimes lawlessness and riot. To close the doors of the school upon innocent boys and girls is to leave them between the upper and nether mill-stones of moral chaos.

There can be ample sympathy expressed for a worthy cause without drawing into it those who, until they are competent to decide for themselves, are under the care and guidance of the

school. The school should take no part in contentions, whether party politics or religious differences or arguments on hours of labor, wage scales, or the relation of the employer to the employed. Schools cannot be partisan. Teachers, outside of schools have the same rights and prerogatives as do other citizens.

Fortunately for us in America the question of the relation of organized teachers to the public is well understood. Today the National Education Association is the largest and most influential body of teachers in the world. Each state has its own state association, and there are county and city associations, local groups and clubs, so that a large proportion of our more than 750,000 teachers are organized for their own improvement and for the betterment of schools and the welfare of the boys and girls. Teachers are everywhere realizing the benefits from federation within their own ranks.

Our slogan has been: *Organization* not *Unionization*. The schools exist, first and last, for the children. Fathers and mothers, whether in the homes of the laborer or in the mansions of the financier, are at one in the desire to do that which is for the best interests of the boys and girls. The American people may well be proud of the public school teachers and of their organizations. There has been no more suggestive or important movement in our present day democracy, during the last quarter century than the development of the educational association in numbers, in influence, and in ideals.

ARTHUR Henry Chamberlain, Executive Secretary of the C. T. A., was accidentally run down by an automobile that backed over the curb onto the sidewalk. His leg was broken

and he will be in the **CASUALTY** hospital for a number of weeks. The injury was of a somewhat serious nature, but Mr. Chamberlain is making splendid recuperation.

His friends throughout the State and Nation will be pleased to learn of his steady progress toward good health and complete recovery. He has been in daily communication with the headquarters office and the business of the California Teachers' Association has proceeded with full vigor.

It is part of the irony of modern life that a man who saw overseas service with the American Expeditionary Force, and who has become a national figure in the field of Conservation, should be run down by a heedless driver.

* * *

IT IS a pleasure to report notable progress throughout the State upon the fall membership campaign for the California Teachers' Association. California holds high place in the professional zeal and in-

C. T. A. MEMBERSHIP interest of her teachers. The C. T. A. has been a pioneer organization and has blazed a trail that other states have followed. Sixteen thousand California school people are members not only of the C. T. A. but also of the National Education Association.

The fall months are of especial importance in the membership campaign. In order to vote and to hold office, one must first be a member. Democracy in

school affairs will come only as rapidly as the great body of teachers themselves actively utilize every opportunity for self organization and self direction.

Notable have been the services of the various committees of the State Council of Education. These bodies—made up of school people in active service,—have considered such vital matters as salary, tenure, retirement salary, certification, sabbatical leave, etc.

Every teacher, principal, superintendent, and other school worker, can confer a genuine benefit upon his fellow workers by assisting, in every practicable way, to make possible a 100 per cent enrollment in the California Teachers' Association.

1925-26 can be made a veritable jubilee year in the history of this great professional body.

* * *

CALIFORNIA is unique among the states in celebrating two great educational weeks—one in the spring and one in the fall. Last May was staged "A Public Schools Week", enthusiastically celebrated throughout the State and under the auspices of Masonic organizations.

AMERICAN EDUCATION WEEK
NOV. 16 TO 22

November 16 to 22 will witness another state-wide focusing of public attention upon the public's schools—**American Education Week**. These celebrations are under the auspices of the American Legion, the N. E. A., and the U. S. Bureau of Education. Elsewhere in this issue will be found the official program for the week. California school people are urged to utilize this splendid opportunity for interpreting public schools to the people of the community.

One of the greatest handicaps under which the schools now labor is the lack of plain simple knowledge, on the part of the general public, as to just what the schools are doing and just what problems the schools confront. American Education Week gives all the people a chance to become intimately and sympathetically acquainted with their own schools. (See page 578.)

* * *

WE HAVE long contended that the process of interpreting school law in California was cumbersome and antiquated. At present there may be 58 varieties of decision on

a given question, as County Counsel **INTERPRETING SCHOOL LAW** in each county interprets as he deems proper. What may legally be done in one locality is a civil offence in another. The Attorney General, when called upon, hands down an opinion which may be in accordance with the facts as understood but may or may not accord with the original intent of the law. There is ample to occupy the at-

tention of the Attorney General aside from the interpreting of school law, which, like school administration, is a highly specialized field.

We have on more than one occasion pointed out the need in the office of the Superintendent of Public Instruction, for an assistant or deputy with legal authority and power, and whose duty it would be to interpret school law and to render decisions in accordance with his findings. These opinions and decisions should stand and be subject to review only by the Supreme Court of the state.

At a recent conference of superintendents of city schools in Southern California, a motion embodying the above, offered by Superintendent West of Pasadena, and seconded by Superintendent Stephens of Long Beach, was given enthusiastic and unanimous endorsement by the conference. The C. T. A. and the State Council of Education may well undertake to see the matter through to a successful conclusion.

COVER ILLUSTRATIONS

THE cover illustration of the *Sierra Educational News* this month is symbolical of the Native Backgrounds of California's History, and is one of a series that is to extend throughout the school year. The snow-capped ranges of the high Sierras; the immense forests of pine and redwood; the jeweled lakes and inland waterways; and the Pacific Coast Indian, in his numerous clans and tribes,—all of these are picturesque elements in the imperial tapestry in which is written the romantic history of this great Commonwealth.

Inadvertently was omitted, from the September issue, the note describing that cover illustration, which portrayed the discovery of San Francisco Bay by Portola. The note follows:

DURING 1769 Jose Gaspar de Portola led the Spanish expedition into upper California for the purpose of occupying the port of Monterey, discovered by Viscaino in 1603. Leaving Father Serra and others to found San Diego, Portola hastened northward searching for the port. Viscaino's praise of that bay seems to have misled them, for they did not identify it but pushed further north and discovered a new and much greater bay, to which was given the name of San Francisco Bay. Picture represents the expedition as it crossed the hills from the Pacific Ocean to the shores of the new bay.

The illustration was especially re-drawn for use on the *Sierra Educational News*, from plate loaned by the Department of Visual Instruction, University of California; being advance proof from the "Pictorial History of California," which that department is issuing in cooperation with the California State Historical Association.

As You See Yourselfes

SIR JOHN ADAMS

Professor of Education, University of London, England

BURNS immortal lines:
 "O wad some po'er the giffle gie us
 Tae see oursel's as ithers see us"

often suggest the desire to see others as they see themselves. People are sometimes quite willing to acknowledge their shortcomings so long as these are pointed out by themselves, but put up their bristles the moment criticism comes from without. He would be a bold Britisher who ventured to make a critical study of the brain power of his trans-Atlantic cousins. But we cannot help being interested when you yourselves set about an honest investigation into your own collective mental state.

Mental Status of America

What has recently stimulated your anxiety on the mental status of your people is the apparently disquieting disclosure resulting from your psychological investigations into the **personnel** of your army. Having much more faith in psychology than we have on the other side of the Atlantic, you at once called in your professional psychologists to help you in making the proper allocation of work among the men who were called to the colors. Since the number of men examined amounted to about one million and three-quarters, it was felt that a sufficiently large sample had been dealt with to warrant the drawing of general conclusions.

The results were rather disquieting, for it began to appear that the "mental age" of the average American was unexpectedly low. Indeed, it seemed that the work of the American Army, and if the sample was to be trusted, of the American nation, was being carried on with an intelligence corresponding to that of a boy in his earliest teens. In itself this is not so tragic a situation as would at first sight appear, for, after all, the vast bulk of the work of the world does not need a higher level of intelligence than can be supplied by such a boy. It is when the total results of the

tests have been analysed and classified that disturbing reflections occur.

Low Grade Foreigners

The foreign-born soldiers were arranged into five groups, according to the number of years of residence in the United States as follows:

1.	0 to 5 years of residence
2.	6 to 10 " " "
3.	11 to 15 " " "
4.	16 to 20 " " "
5.	Over 20 " " "

Now when the results of testing were available it turned out that these different groups varied in intelligence, and that there was a marked falling off from the fifth up to the first: in other words that those soldiers who had come most recently to the United States were of inferior intelligence, and that this decay had continued steadily with the years. In Memoir XV of the National Academy of Sciences the investigators report:

"It is not possible to state whether the difference is caused by the better adaptation of the more thoroughly Americanized group to the situation of the examination, or whether some other factor is operative. It might be, for instance, that the more intelligent emigrants succeed and therefore remain in this country, but this suggestion is weakened by the fact that so many successful emigrants do return to Europe. At best we can but leave for future decision the question as to whether the differences represent a real difference of intelligence, or an artifact of the method of examination."

Toxic Immigrants

THE "artifact" suggestion does not seem to commend itself to other investigators, for we find it generally assumed that there has been a real and steady decline in the various waves of immigrants that have been reaching America of late years. It would seem, therefore, that your American intelligence is being gradually poisoned by the steady introduction of lower-level minds. The obvious remedy would appear to be to limit the introduction of deleterious

(Continued on Page 562)

"Americanizing" Asiatics in the Schools of Hawaii

E. GUY TALBOTT

Regional Director, Pacific Coast, Near East Relief

SIXTY-SIX per cent of all the children enrolled in the public schools of Hawaii are Asiatic children. Fifty-one per cent of the total enrollment are Japanese.

The enrollment in the public schools of Hawaii is 55,500 of whom 28,300 were Japanese, 5,400 were Chinese, 1,000 Korean and 2,000 Filipino. The private schools of Hawaii enroll an additional 2,180 Japanese and 1,000 Chinese.

The major problem in the public schools of Hawaii is the problem of "Americanizing" the children of Asiatic parents. The children are already American citizens by virtue of their birth in Hawaii under the American flag. Until recently the children of Japanese parents were also citizens of Japan. In 1924 the new Japanese law of nationality went into effect abolishing dual-citizenship.

Plantation Labor

There are only 1,440 foreign-born children in the public schools of Hawaii, as against 54,000 who are citizens by birth. There has been much criticism of the generous educational policy of the Territory of Hawaii as affecting children of Oriental parentage. One objection has been that these children could not be "Americanized." They were not worth "Americanizing," even if it were possible. The other objection is that it costs too much and unfits the children for plantation field labor.

900 Orientals in One School

The writer recently spent several months in the Hawaiian Islands, on a speaking tour which took him to all the

principal islands of the group. He had the privilege of speaking in sixty-five schools in Hawaii, including the university, normal school, high schools, many private schools, and a large number of public elementary and junior high schools. We were especially interested in the work of Americanization being conducted in the schools. We have visited schools in every part of America, but we have never found such great loyalty to the American flag and the institutions of our nation anywhere as we found on the part of America's Oriental

children in the public schools of Hawaii.

The Royal School in Honolulu is, perhaps, the best known school in the Islands and has the most complete program of Americanization. The principal, Mr. Cyril O. Smith, is a genius in many ways. He is a talented musician, a mechanic, and executive, and a born teacher. The weekly flag drill and patriotic exercises at the Royal School every Friday is one of the "sights" of Hawaii. It is a sight never-to-be-forgotten to see 900 Oriental children on the play-ground and in the auditorium participate in a patriotic exercise that leaves one in no doubt as to their love for America.

(Continued on Page 578)

THE HOUSE-FINCH

THE little house-finch again is here.

*Fluttering and twittering in last year's vines,
And his notes of cheer and his pipings clear,
Like a haunting melody my heart entwines.*

*With his gay red cap and his gay red vest
He flaunts a farewell to King Winter drear,
For when he thinks it best to build his nest,
The golden summer will soon be here.*

MAUDE FREEMAN OSBORNE,
Denver, Colorado.

Vocational Education in the

NICHOLAS RICCIARDI
California State Commissioner of Vocational Education



EDUCATION FOR LIFE

Dress-making and design class. Over 90 per cent are now employed. (upper).

Interior decorating and general painting. An intensive course in co-operation with the master painters of Los Angeles. (center).

A youth who has completed his course in tile setting. (lower).

All from the Frank Wiggins Trade School, Los Angeles.

VOCATIONAL education in secondary schools is a program of organized training which fits boys and girls for the non-professional vocations. The need for vocational education in the high school of today is quite clear when we realize that on an average, less than 10 per cent of the pupils enrolled in high schools enter higher institutions to be trained for professional careers.

The high school must develop in boys and girls the abilities that will enable them to assume successfully their later responsibilities as workers and citizens. In California we definitely emphasize that responsibility in these words:

"The course of instruction of each student who is a candidate for graduation shall be organized to include a subject or group of subjects, the purpose of which shall be to prepare students for a vocation or for entrance to a higher institution of learning preparing for vocations." School Law of California; Rules of State Board of Education, 1921.

Objectives

The secondary education program in California has two distinct objectives. (1) To prepare pupils for vocations which require training of less than college grade. (2) To prepare pupils for entrance to institutions of higher learning, in order that they may successfully pursue the collegiate training needed to fit them for professional occupations.

The secondary schools of California, therefore, are intended to train adequately two distinct groups. One consists of those who plan to enter higher institutions of learning. The other includes those who plan to enter the vocations usually called the non-professional walks of life.

In California 40 per cent of all pupils who enter the 9th year have quit school by the opening of the 10th year; 11 per cent more drop out by the opening of the 11th year. That means that more than one-half, on an average, of high

in the High School

RICCIARDI
of Vocational Education

school pupils quit school during the first two years. These boys and girls, together with those who do not enter high institutions, constitute 90 per cent of the high-school pupils. It is this large group that especially needs organized vocational training in our secondary schools.

State Department of Vocational Education

To meet this urgent need for vocational training in secondary schools, the State Board of Education in co-operation with the Federal Board for Vocational Education through the State Department of Vocational Education and adequate legislation, is giving special federal and state financial aid to those high schools which establish vocational classes in accordance with the California plan.

The California Plan

The California State Plan is intended to set up a comprehensive and effective program for the 90 out of every 100 of our young people who enter those vocations which require what is usually termed "vocational training".

Briefly, the plan, in a full-day program, provides for training in craft knowledge and skill, and for instruction which will round out his education, so as to make him efficient as worker and citizen. The program requires the organization of special classes under specially trained teachers.

Teacher Training

Teachers for vocational classes possess practical and successful experience in trades, industries and agriculture, and have completed the teacher-training course provided for them by the State Board of Education and the State University. Teacher-training courses are provided also by the State Board of Education in co-operation with certain state teachers' colleges, for experienced homemakers who plan to teach home-making in accordance with the California plan.



TWENTIETH CENTURY TRAINING

A course in personal hygiene. All of these girls are now employed. (upper).

Telegraphy; a year's course in co-operation with the Western Union and Postal Cable Service. (center).

A California bungalow; designed and built by the Manual Training Department of Eureka Union High School.

These six illustrations exemplify the wide range and high practicality of California's vocational program. Modern boys and girls are better trained than those of any previous generation.

Growth

Note: The following table shows the growth of vocational education in California during the seven-year period from 1917-18 to 1924-25. The percentage of increase in total enrollment is 1219 per cent. The percentage of increase

in reimbursement is 1006 per cent. The reimbursement of \$246,565 for the year 1924-25 does not include the reimbursement for part-time general continuation classes, which is \$70,786, thus making the total reimbursement for the fiscal year closing June 30, 1925, \$317,352.

DEVELOPMENT OF VOCATIONAL EDUCATION, 1917-18 TO 1924-25

	Year	State and Federal Aid	Enrollment	
			Part-Time Vocational Extension Classes	Full-Time Classes
Agriculture	1917-18	\$ 5,993.33	0	172
	1924-25	100,928.60	0	2,163
Trades and Industries	1917-18	14,361.29	46	756
	1924-25	102,352.24	2,088	3,521
Home-Making	1917-18	1,933.05	576	16
	1924-25	43,284.72	12,222	651
Totals— (Agriculture, Trades and Industries, and Home-Making)	1917-18	22,287.67	622	944
	1924-25	246,565.56	14,310	6,335

A Part-Time School: An X-Ray Picture

EMILY G. PALMER

In charge Research and Service Center, Division of Vocational Education, University of California

IF ONE could X-Ray a part-time school and see its very heart, it would be seen not only a school which provided technical training one-half day a week for boys and girls who were employed five and one-half days a week, but an agency called upon to solve all the maladjustment problems that lead to school mortality. In every part-time school, in addition to those who are employed and learning an occupation in which they are content, there are boys and girls working in jobs for which they

loafing through lack of ambition or training for the work available.

Putting the X-ray on Citrusville, California, for example, one would find, (at any one of the ten weekly sessions of the school), 40 or 50 boys and girls coming to school at eight or at one o'clock. Each pupil goes to a large file, opens his drawer, and takes out his folder, in which he finds his work of the previous week corrected, and assignment for a new lesson awaiting him. He works at his own rate, on material designed to meet his particular needs. Teachers are at his service when there is any difficulty or any problem to be explained. Otherwise he works independently.

The Dietary

Look more closely at the work they are doing. One boy studying the English a printer must know—how to divide words correctly, how to punctuate and spell. Another boy is learning the elements of bookkeeping. Another reads an article in an electrical trade journal. A boy who has been working on business correspondence for an hour and has had his work approved is now dismissed to have an hour of instruction in orchestra



A CALIFORNIA TRADE SCHOOL
Personal Hygiene Class

are unsuited. Even worse, there are boys and girls who are unemployed and

practice with a high school class. Two others take their drawing instruments and go into a class in mechanical drawing. A girl, who had an hour of office-filing, goes to another room for an hour of typewriting, while a girl who has been in an adjoining room practicing stenography enters to have a lesson in business correspondence.

At the end of the second hour the boys go to the athletic field and the girls to the gymnasium for a half-hour of exercise and return ready for the student body meeting. The president of the organization gives a drill in parliamentary law and from time to time, calls on the various members of the group to preside. Then the real business of the meeting comes up. A large book is being compiled on "My City Citrusville." The committee which was to find out about the early settlement of Citrusville, reads its report. Another committee is appointed to type material in form to be pasted in the book.

Local Survey

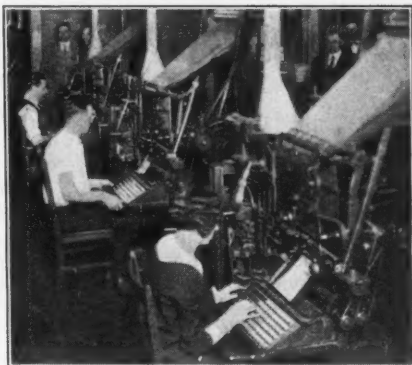
The chairman of the Citrusville Survey Committee then opens the box containing articles, clippings, and pictures. He makes a report on the material contributed for the book since the last meeting of the organization. Suggestions are made as to how to secure material about three new industries which recently opened plants in the city. A committee of three, who are looking for employment, are appointed to visit the plants and obtain publications and other information about it.

Someone suggests that the book will not be complete without an article by the city manager. Another committee is appointed to draft and type a letter asking him to write them a short article on the government of their city.

Back to the Job

THE twelve o'clock whistle sounds. Suddenly the forty young students of the resources of Citrusville become working men and women who must hurry home for lunch in order to be back on the job at one o'clock. As they pass out a word of encouragement is given to a Norwegian boy who is struggling with his English. A promise is made to call

(Continued on Page 576)



A CALIFORNIA TRADE SCHOOL

Linotype Students

After one year of trade school training, these students earn from \$21 to \$52.50 per week.

Teacher Placement

AN IMPORTANT vocational activity of the California Teachers' Association is its placement service. Established several years ago, and successfully meeting the trials and problems of infancy and pioneering, the placement service proved its merit and has won a permanent and efficient place in the program of the Association.

Placement, in the teaching profession, is a type of vocational "guidance" that requires a high degree of expertness, high ethical standards, and an abundant spirit of service. The C. T. A. bureau has met these standards, and has been of valuable service to hundreds of school boards and employing officers, and to thousands of teachers.

The bureau is conducted on a cost basis, and has materially assisted in reducing the high fees that were formerly prevalent for this type of service. The success of the California Teachers' Association has been observed by other states, whose associations have benefitted by the experience of "the pioneers." California's was the first state teachers' organization to develop a high-grade, state-wide placement service for its members.

Giving High School Students New Kind of Opportunity

HOMER MARTIN

Principal, Santa Barbara High School

THE SANTA BARBARA High School students, through a series of half-hour semi-weekly courses, are given chances to touch some of the fields of knowledge otherwise impossible for them to reach in the course of their customary four years of "four solids" each. Teachers voluntarily offer the courses, preferably along the lines of their hobbies. The students are allowed to choose as they please.

In the first semester students are allowed two courses each if they so desire, one meeting Monday and Wednesday; the other, Tuesday and Thursday. The second semester, because more time is needed for Council, Welfare Committee, Scholarship Society, and clubs, the plan is modified so that one only is possible for each student.

"Popular" courses are offered during the year in the following subjects: Astronomy, art appreciation, ethics, psychology, logic, history of California, popular science, technique of games, music appreciation, community singing, conversational Spanish, conversational French, current topics, office study, use of the library, the slide-rule, and chemistry arithmetic. They prove so satisfactory that there are many expressions of regret that only one course is permitted in the second semester.

Time Arrangements

The time, under the second semester arrangement, is divided as follows: On Monday the principal meets the seniors for a discussion of "Life's Values." At the same time the vice-principal meets the juniors for discussion of "Self-gov-

ernment." The sophomores (who under the Junior-Senior High School plan are really the freshmen) at this same period are divided into four groups. One group is given instruction in etiquette, the second in good citizenship, the third in "how to study," and the fourth in the fundamentals of school sports and of good sportsmanship. These groups rotate, so that each one receives during the semester instruction in all four subjects. Tuesday and Thursday are used for popular courses. On Wednesday come Welfare and Council meetings, Scholarship Society, and clubs; Friday is kept for Student Body meeting. All students who are not in some special meeting on Wednesday meet in the auditorium for community singing.

Daily Schedule

The program for the entire day is given below:

8:00—8:45—period 1
 8:45—9:25—period 2
 9:30—10:00—Special period
 (Popular Course)
 10:05—10:45—period 3
 10:50—11:30—period 4
 11:35—12:15—period 5
 12:20—1:00—period 6
 1:05—1:45—period 7
 1:50—2:30—period 8
 2:35—3:15—period 9
 3:20—4:00—period 10

(Band, Orchestra, Athletics.)

Perhaps the best proof of the success of the plan is that both students and teachers are eager to carry on the work for a second year.

"California Quarterly of Secondary Education," the official journal of the new California Society for the Study of Secondary Education, will make its initial appearance in the near future, and will be welcomed by all who are working in the secondary field. California leads the nation in her program of secondary education.

Teachers' Salaries at Santa Ana

Santa Ana City Teachers' League

L. L. BEEMAN, CHAIRMAN, SANTA ANA, CALIFORNIA

The Teachers' League, Santa Ana, made a very comprehensive and scholarly study of the salary situations. Excerpts are given herewith from the 14-page report, and several of the 11 charts are reproduced.—Ed.

THE SANTA ANA Teachers' League, through a committee representing teachers from the kindergarten to junior college inclusive, has made a study of the salary question during the present school year. The committee has collected, tabulated and studied much related data. This work has been presented to, and approved by all the teachers.

This study has been prompted by the following motives:

1. The desire of the teachers to have a part in raising the standard of education and the profession of teaching in general, and in Santa Ana in particular.

2. Increasing standards of preparation and attainment deserve an increasing financial remuneration. A valuable teacher deserves recompense commensurate with her skill and success. A poor teacher is costly at any or no price.

We hold these two principles fundamental:

1. That everything done in the educational field should be done in the light of the best interests of the child. The child and his welfare are the supreme consideration of teachers and school officials.

2. The teachers' welfare and interests must be subordinated in that of the child, yet of equal importance is the principle that anything that improves the teacher or induces or enables him to improve himself immediately reacts beneficially upon the child.

We have considered the following factors:

1. Cost of living—1925 compared with 1914.
2. Salaries of teachers in other places.

3. Wages of manual laborers in Santa Ana and the United States.

4. Assessed valuations as indicating the wealth of the community.

5. Tax rates as indicating the costs.

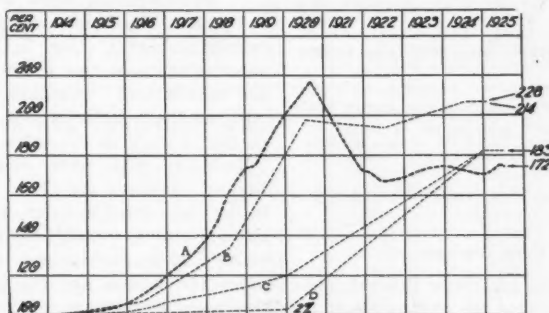
6. The standard of living wage as the basis for determining the remuneration.

7. The professional preparation, importance, responsibility, and expenses connected with a teacher's work.

8. The increases and decreases in the above factors.

Schedule for Teachers

Preparation referred to in all cases means preparation beyond the high school.



228—wage scale.

214—earnings

A—Cost of Living wholesale commodity prices (U. S. Bureau of Labor figures. 172 January, 1925)

B—Union wage, December, 1924. (Monthly labor review)

C—High School salaries. 183 January 1925.

D—Elementary school salaries. 183 January 1925.

Classification	Min.	Max.	Inc.
Two years preparation with kindergarten certificate.....	1200	1575	75
Three years preparation with kindergarten-primary certificate.....	1200	1650	75
Double session, same schedule as for elementary teachers.			

Elementary Teachers

With two or three years preparation and elementary certificate.....	1325	2000	75
Four years preparation and elementary or junior high certificate	1400	2000	75

Junior High School Teachers

Elementary certificate.....	1400	2150	75
Junior high certificate or A. B. degree	1500	2400	90
Senior high school certificate and M. A. degree, same schedule as the senior high school.			

Senior High School Teachers

Five years preparation and senior high school certificate.....	1800	2600	100
With M. A. degree or equivalent.....	1800	2600	100
Department heads \$200 additional.			

Junior College

Schedule unchanged.....	3000	3000	100
-------------------------	------	------	-----

No teacher is to be credited with more than five years experience on entering the Santa Ana schools the first time.

Coaches who do regular full day class work are to be paid according to the same schedule as the other teachers of their school or grade with an additional amount for coaching work after school and on Saturdays.

Special teachers are on the same schedules as other teachers of their schools or grades.

\$10 per unit of credit will be allowed teachers for additional preparation. Said amount to be paid for the one year following the year in which the work was done.

Substitute teachers who teach one month or more are to be paid according to their rating on the regular schedule for the grade of work they teach.

Substitutes who teach less than one month shall receive:

Substitutes who teach less than one month shall receive:

Kindergarten, per day, \$5.00 for single session; \$7.50 for double session.

Elementary, \$7.50.

Junior high, \$7.50 for elem. certificate; \$8.00 for other certificates.

Senior high, \$8.00.

A Five Cent Increase

As nearly as we can determine this schedule will increase the tax rate for 1925-26 about 5c on the hundred dollars over the present schedule which in itself will increase the rate about

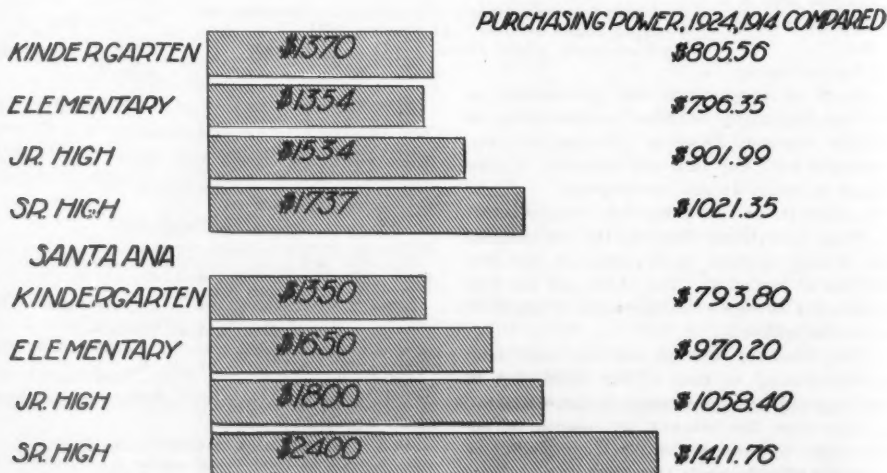
the same amount. This will increase the tax rate about 10 cents on the hundred dollars for the next two years. After that with those who reach the maximum and with the turnover, the rate will remain about stationary, except for the normal increase due to increase in population. We believe in equal pay for equal preparation, experience, work and success. To that end we recommend that present salaries be adjusted upon that basis and then the new schedule be put into effect, giving the annual increment as indicated in the schedule.

This schedule puts the Santa Ana schools in the class with Inglewood, Glendale, Long Beach, Pasadena, San Diego, Santa Monica, and others.

Good Salaries Draw Good Teachers

Teachers' agencies and placement bureaus recommend their best teachers where best salaries are paid and where highest standards are maintained. Teachers who are satisfied with mediocre salaries are also satisfied with mediocre work in the school room.

Teachers who have ambition to demand higher standards are those who work hardest in the class room and out, who attend summer schools, travel, attend teachers' meetings, read books and magazines and strive most to improve the schools and the community and set the pace for others. According to Babson quoted from Bradstreet, the cost of living for April, 1925 was 8% above April 1924.



Median salaries paid teachers in cities of the United States having population of 10,000 to 30,000, 1924-1925. (N. E. A. Research Bulletin.) Each space equals \$100.00. In 1924 the "cost of living" index number was 170. 100/170 equals 58.8 value of \$1.00, 1924.

UNION LABOR WAGES AND TEACHERS' WAGES COMPARED

U. S. Bureau of Labor Report, December, 1924

UNITED STATES	Wages Per Hour	Hours Per Week	Wages Per Week	Wages Per Year	Index No. 1924 Comp. to 1913
Bricklayers.....	\$1.398	44	\$61.51	\$3198.52	202.2
Building Laborers.....	.809	44.6	36.08	1876.16	242.4
Carpenters.....	1.60	44	70.40	3660.80	218.3
Cement Finishers.....	1.281	44.3	54.23	2832.56	511.4
Cement Helpers.....	.895	44	39.65	1961.80	248.3
Lathers.....	1.888	43.9	82.98	4314.96	215.1
Painters.....	1.168	42.8	49.99	2599.48	230.5
Teamsters.....	.642	56	35.97	1870.44	244.7

SANTA ANA

Painters.....	1.00	48	48.00	2496.00	
Plumbers.....	1.50	48	72.00	3744.00	
Cement Finishers.....	1.00	48	48.00	2496.00	
Cement Helpers.....	.50	48	24.00	1248.00	
Carpenters.....	1.00	48	48.00	2496.00	
Building Laborers.....	.50	48	24.00	1248.00	
Lathers.....	1.50	48	72.00	3744.00	
Bricklayers.....	1.25	48	60.00	3120.00	
Prescription Clerks.....	.50 to 1.00	60	30.00-60.00	1560-3120	
Bank Clerks.....	1.04 to 1.25	44 to 48	50.00-60.00	2600-3120	
Stenog. Bookkeeper.....	.57 to .80	44	25.00-35.00	1300-1820	

SANTA ANA TEACHERS' WAGES on Basis of 52 Weeks Per Year

	Wages Per Hour	Hours Per Week	Wages Per Week	Wages Per Year	Index No. 1924 Comp. to 1913
Kindergarten Minimum.....			\$19.23	\$1000.00	
Kindergarten Maximum.....			28.84	1500.00	
Elementary Minimum.....	.56	41	23.07	1200.00	149
Elementary Maximum.....	.84	41	34.61	1800.00	175
Jr. H. S. Minimum.....	.603	44.6	26.92	1400.00	143
Jr. H. S. Maximum.....	.84	44.6	38.46	2000.00	164
Sr. H. S. Minimum.....	.616	46.8	28.84	1500.00	155
Sr. H. S. Maximum.....	.986	46.8	46.15	2400.00	135

1924-1925 School	Kindergarten	Elementary	Jr. H. S.	Sr. H. S.
San Bernardino.....	1200	1800	1200	1800
Santa Barbara.....	1100	1450	1500	1850
Pasadena.....	1100	1500	1400	2000
Long Beach.....	1550	2050	1550	2050
Santa Monica.....	1200	1500	2000	1600
Glendale.....	1187	1425	1330	1900
Fresno.....	1380	1800	1380	1800
San Diego.....	1110	1290	1300	2000
Bakersfield.....	1400	2000	1400	2000
South Pasadena.....	1282	1615	1425	2042
Los Angeles.....	1300	1550	1400	2200
Ft. Smith, Ark.....	1000	1500	1000	1500
Sheboygan, Wis.....	1000	1600	1000	1850
Newcastle, Pa.....	1000	1800	1000	1800
Aberdeen, S. D.....	1200	1800	1350	2070
Santa Ana.....	1000	1500	1200	1800

Many statements from the citizens of Santa Ana lead us to believe that the people are willing to support their schools at a standard commensurate with the best and befitting its wealth, refinement and culture.

Respectfully submitted,

SANTA ANA CITY TEACHERS' LEAGUE.

A. B. Gardner
H. G. Nelson
J. R. Bruff
Hazel Bemus
Floyd Donaldson
Mamie Granholm
T. B. Kelley
Leila Thrasher

Bertha G. Briney
Martha Wirick
Minnie Penman
Kathryn Brooks
Alice Grimshaw
Hattie Huntton
L. L. Beeman, Chairman

A Suggested Schedule for Administrators

Elementary Principals			
Classification	Min.	Max.	Inc.
For eight teachers or less			
With elementary certificate.....	2000	2400	100
Any higher grade certificate.....	2100	2600	100
\$50 more for each additional teacher up to \$5300.			
Principals of junior high schools.....	3000	4000	200
Vice principal of junior high school with:			
Junior high school certificate and A. B. degree.....	2000	2600	100
With senior high school certificate.....	2200	2800	100
Supervisors schedule the same as vice-principals of junior high schools, with an additional amount for automobile expense.			
Principal, senior high school.....	3800	4800	200
Vice-principal, senior high school.....	3000	3800	200
Superintendent of schools.....		6500	

The Dangling Legs of Our Children

H. E. BENNETT

Formerly Head of Department of Education
William and Mary College

WHAT is the perversity of educational administrators which accounts for the persistent and almost universal tendency to provide school children with seats and desks that are too large for them?

A recent careful survey shows that in some most progressive city schools eighty to ninety per cent of the school seats are too large for the pupils who occupy them. It is most commonly true in the primary grades, where high seats are most injurious.

The situation is the more surprising because the smaller seats are less expensive. Many school authorities are apparently influenced more by a small saving in first cost than they are by considerations of quality, hygiene, or educational efficiency of the furniture they buy. The condition is little better where adjustable seating is provided. It is notoriously true that adjustable seats are seldom, if ever, adjusted. When they are adjusted the method of measuring usually results in their being set too high.

Evils of High Seats

From a standpoint of posture and hygiene it is of no consequence if the pupil's seat be an inch or two lower than his correct measured seat height. It is a serious matter if it be even a fraction of an inch higher. The high seat inevitably causes a ridge of pressure under the knees from the forward edge of the seat. This continued and constantly recurring pressure interferes with both nerves and blood vessels, causing discomfort, restlessness and

irritability, besides tending to conditions favorable for the development of the various nervous and circulatory disorders.

The physical evil, however, is not so much in the direct and local injury as in the irresistible tendency to bad postures, sliding down in the seat, sitting on the foot, getting the knees in the desk or the feet in the seat in front, and various indescribable contortions, squirmings, and restless movements.

If there is room for the knees under the desk and the seat is not abnormally flat, there is no discomfort from nor hygienic objection to seats considerably lower than the exact measured height. In the lower, and consequently shorter seat, the child secures restful relief by moving his feet forward and back along the floor, thus shifting the region of greatest pressure. In

the high seat he can only touch the floor at one position, if at any, and hence secures relief only by some contorted posture.

The large seats are not only higher but, being longer from front to rear, prevent the child sitting back so as to get the back support where it is most needed. To relax at all he must lean back until his shoulders rest and his spine sags below them. The result is the characteristic slump and stoop which is so destructive of health and vitality.

Slump and Stoop

Recent extensive studies show that the average ratio of measured seat height to standing height is almost exactly .25. The

(Continued on Page 576)

RETURNED MANUSCRIPT

*I called a thought. Unclothed and bare
It came, but true.
My thought I gowned with phrases rare
And garments new.*

*Adorned, I sent it forth to find
A loyal friend,
Who, understanding, would be kind
And welcome lend.*

*Alas! My thought came back to me,
Still true and fair;
But no one had the eyes to see,
Or heart to care.*

*I stripped my thought and laid it down
Awhile to rest;
And then I made another gown—
My thought was blest!*

EVANGELINE CLOSE

Procedure For Trials

Official Statement, California State Board of Education

THE California State Board of Education at its meeting, San Francisco, July 20-25, 1925, adopted a definite plan of procedure for the Trial of Holders of State Board Credentials, as follows:

(1) No charges looking toward the revocation or suspension of any state board credential shall be presented formally to the board until the same has been duly sworn to by the person making the complaint. Whenever unverified charges are made, the executive secretary shall inform the complainant of this rule and ask that the charges be sworn to. Before any charges are presented to the board, the executive secretary shall ascertain whether the accused person holds a state credential and if so, what kind of a credential.

(2) All charges, when first read shall be presented in committee of the whole, in order that the committee may determine whether the charges if true would justify a hearing. In case the committee finds that the charges justify a hearing, the charges shall be received and read in open meeting of the board. No publicity shall be given to any charges until they have been received and read at an open meeting of the board, when such charges become matters of public record.

(3) The state board will thereupon determine whether it will itself hear the charges or refer them to the county board for investigation. In all cases where the charges have been preferred by a member of the county board, the state board will hear the case.

The Accused

(4) The accused person shall be notified of the charges and state board action thereon within two weeks after the board has formally received the charges. A full and complete copy of the charges shall be sent to the accused by registered mail at his last known place of address, together with a notice of any intention on the part of the state board to refer the matter to the county board.

(5) In case the matter is referred to the county board, the executive secretary, after notifying the accused of the board's intention

to so refer the charges, shall within two weeks from the time the charges are formally received by the state board send the charges by registered mail to the county board to which they have been referred, together with notice of such reference by the state board and notice of requirement that the county board hear and report upon the charges as provided by law.

(6) In the hearing of all charges looking toward the revocation of a state credential, the accused shall be entitled to be represented by counsel and shall be given a fair and impartial hearing.

Notice of Hearing

(7) In case the state board hears the charges, notice of such hearing shall be sent to the accused by registered mail to his last known place of address at least ten days before the date of the hearing, together with a copy of the rules governing the hearing.

(8) The order of the trial or hearing shall be as follows:

(a) The charges shall be read to the board in open session by the executive secretary or his assistant.

(b) The accused shall thereupon be asked to enter a plea of "guilty" or "not guilty."

(c) In case the accused does not appear, or in case he enters a plea of guilty, the board shall thereupon proceed to consider, fix and announce the penalty.

(d) In case a plea of "not guilty" is entered, the complainant or his attorney shall be allowed reasonable time to open the case and offer evidence in support of the charges.

(e) The accused or his counsel shall then be allowed reasonable time to open the defense and offer evidence in support thereof.

(f) The parties may then take reasonable time to offer rebutting testimony only, unless the board, for good reason, in furtherance of justice, permit them to offer evidence upon their original case.

(g) The board shall be the judge as to what evidence shall be admitted, but will admit no testimony that does not bear upon the charges being heard.

(h) Counsel, witnesses and parties to the hearing will be required to deport themselves at the hearing in the same manner as in courts of record and in case of violation of this rule, the board shall decide what steps it shall take to enforce compliance.

(Continued on Page 573)

Youth and the Job

Three Examples of California Vocational Education
F. R. CAUCH, Director Boys Vocational Work, Oakland

Success For the Skilled

Miss Ruth Butler graduated from the dress-making course in January, 1923. She went to work at I. Magnins, in the alteration room, and continued there until she



opened her own shop in 1924. It is proving to be a wonderful success.

The modern school girl is taught to be resourceful, artistic, creative, and industrious.



When the Job is Right, and the Boy is Right, Then the World is Right Too

Erwin Glick was suffering from nervous breakdown when he entered the high school agricultural class at 14 years of age. A position was obtained for him with the Nelson Nursery. Upon the death of Mr. Nelson in 1924, Erwin, because of his training and ability, was made manager.

The Trained Boy Can Trim the Pattern

Etalo Toschi entered the pattern class of the high school at the age of 17. He spent two and one-half years in training and left to enter his trade as pattern maker apprentice with the Judson Manufacturing Company, and is now earning \$6.40 a day.

These are but three of hundreds of illustrations that might be reproduced, if space permitted, to show California's meritorious program of training for home, shop, farm, ranch, and mine.



California Teachers' Institutes

Through the courtesy of the State Department of Education we are able to publish the following table giving data concerning teachers' institutes throughout California—Ed.

County	Date	Place
Alameda.....	Dec. 14 to 19.....	Oakland
Amador.....	Oct. 19 to 23.....	Sacramento
Butte.....	Oct. 19 to 23.....	Sacramento
Calaveras.....	Oct. 19 to 23.....	
Colusa.....	Oct. 19 to 23.....	Sacramento
Contra Costa.....	Dec. 14 to 17.....	Oakland
Del Norte.....	Sept. 14 to 17.....	Eureka
El Dorado.....	Oct. 19 to 23.....	Sacramento
Fresno.....	Nov. 23 to 25.....	Fresno
Glenn.....	Oct. 19 to 23.....	Sacramento
Humboldt.....	Sept. 14 to 16.....	Eureka
Imperial.....	Dec. 16 to 18.....	
Inyo.....	Reported no date set.....	
Kern.....	Nov. 23 to 25.....	Fresno
Kings.....	Nov. 23 to 25.....	Fresno
Lake.....	Dec. 14 to 17.....	Oakland
Lassen.....	Oct. 19 to 23.....	Sacramento
Los Angeles.....	Dec. 14 to 16.....	Los Angeles
Madera.....	Nov. 23 to 25.....	Fresno
Marin.....	Reported no date set.....	
Mariposa.....	Nov. 23 to 25.....	Merced
Mendocino.....	Sept. 14 to 16.....	Eureka
Merced.....	Nov. 23 to 25.....	Merced
Modoc.....	Aug. 25 to 27.....	
Monterey.....	Dec. 14 to 18.....	San Luis Obispo
Napa.....	Dec. 14 to 17.....	Oakland
Nevada.....	Oct. 19 to 23.....	Sacramento
Orange.....	Dec. 14 to 18.....	Los Angeles
Placer.....	Oct. 19 to 23.....	Sacramento
Plumas.....	Oct. 19 to 23.....	Sacramento
Riverside.....	Dec. 14 to 16.....	Los Angeles
Sacramento.....	Oct. 19 to 23.....	Sacramento
San Benito.....	Dec. 14 to 18.....	San Luis Obispo
San Bernardino.....		
San Francisco.....	Dec. 14 to 18.....	San Francisco and Oakland
San Joaquin.....	Dec. 14 to 18.....	Oakland
San Luis Obispo.....	Dec. 14 to 18.....	San Luis Obispo
San Mateo.....	Dec. 14 to 18.....	(One day in Burlingame, two days at Oakland)
Santa Barbara.....	Dec. 14 to 18.....	Santa Barbara & Los Angeles
Santa Clara.....	Nov. 23 to 25.....	San Jose
Santa Cruz.....	Dec. 14 to 18.....	San Luis Obispo
Shasta.....	Oct. 19 to 23.....	Sacramento
Siskiyou.....	Sept. 1 to 3.....	
Solano.....	Oct. 19 to 23.....	Sacramento
Sonoma.....	Dec. 14 to 17.....	Oakland
Stanislaus.....	Nov. 23 to 26.....	Modesto
Sutter.....	Dec. 19 to 23.....	Sacramento
Tehama.....	Dec. 19 to 23.....	Sacramento
Trinity.....	Sept. 14 to 16.....	Eureka
Tulare.....	Nov. 23 to 25.....	Fresno
Tuolumne.....	Nov. 17 to 19.....	Sonora
Ventura.....	Dec. 14 to 17.....	Los Angeles
Yolo.....	Oct. 19 to 23.....	Sacramento
Yuba.....	Oct. 19 to 23.....	Sacramento

CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

Scholarship Loan Fund

MRS. HUGH BRADFORD
State President, Sacramento

THE CALIFORNIA CONGRESS of Parent and Teachers has this year established a Scholarship Loan Fund. The amount at this time is \$1,500. It is anticipated there will be annual increase in the amount available for loans.

The committee plans to aid only those students who are dependent entirely or in part upon their own efforts. The money will be loaned, without interest; with the understanding that when the beneficiary is earning, he will repay a third of the loan the first year.

Applications will be received from the students at the universities, colleges, other higher institutions and the secondary schools. Upon recommendation from the faculty the application will be submitted to the scholarship committee.

The committee will not necessarily require superior academic scholarship but will admit as applicants those who show general ability and a genuine need for help. There will be no discrimination on account of age, sex, race, or creed. The scholarship and finance committees have been formulating details for the loan fund. Mrs. Stephen Gould, Coalinga, and Mrs. P. J. Kramer, Chabelyn Terrace 5915, Oakland, will receive and answer inquiries. Principals and superintendents who know of worthy cases are invited to have the students apply at once. This first year only ten, at most, can be assisted, but we hope to use our fund at once.

Safety Education

Our organization is participating in the campaign for Safety Education. The headlines of any Monday newspapers are sufficient evidence of the carelessness of adults as to their own lines. Appalling is the record of babies killed by "backing" machines, and similar accidents. Some one has said that it's safer to ride in an airplane than to cross a city street. Reckless pedestrians and careless drivers are menaces to life. Safety education

will not entirely cure this, but may lessen the fatalities.

A quiet and determined effort is being made in all localities where P. T. A. are organized to find the people who will cooperate with us in preventing display and sale of salacious literature.

Membership Campaigns

Associations are early beginning membership drives this fall. Teachers are cooperating in many ways and have displayed novel plans for reaching the parents who otherwise are too indifferent to join. Where the objectives and program of the P. T. A. are really known, we have 100 per cent membership. In progressive communities, parents join the P. T. A., and teachers join the P. T. A. and C. T. A.—not as an escape from prodding drives, but as a normal and regular part of their obvious duties and responsibilities.

As a Man Thinketh

MRS. W. A. PRICE, SAN DIEGO
State Second Vice-President

A RECENT ACT of the San Diego Federated Parent-Teacher Association, in refusing to pass resolutions against a locally published story of the highly emotional type, showed wise and careful thought among the leaders of the organization. From the amount of debating and "resolving" about what we shall do to save our young people from the obscenity and immorality in literature, one would think we were about to be submerged by that type of reading.

Our news-stands are filled with an array of new and cheap magazines, and there are among them a few that border on the indecent. Most of them get their reputation for being "hot stuff" from the clever and wide advertising of their publishers. Salacious stories are harmful to the young. They are equally harmful to the adult mind. I do contend, however, that a repulse for "raciness" which most of these cheap magazines have, is the result of misleading statements by the publishers, who have no other meritorious features to boost

their sales. The average mind, young or old, that has had the foundation of good literature once laid, can no more indulge in this weak brand of fiction, poor in diction, bare of plot, "flat, stale, and unprofitable," than can their eyes be delighted with the sordid filth and poverty of a back alley in a tenement district.

If the wide free advertising given by "reformers" was to be turned by them into equal publicity about the many fine pieces of real literary merit and thrill to be found side by side with the cheap brand; if every parent is sure to keep in the home at hand and discuss with their young people the various aspects of stories of interest; if some esprit de corps could be established among publishers against headlining vicious features which cannot in reality be found in the story; that, with the natural love for the beautiful, inherent in us all, and the craving for higher things would finally push these ill-smelling nuisances out of existence.

To make the state take over the responsibilities of parents by suppressing these, may lessen the burden of parenthood, but it is doubtful if it will be of lasting benefit to our young. It is true the California Congress of Parents and Teachers passed resolutions in regard to this pernicious literature, but more strongly did they endorse and provide for the

dissemination of educational bulletins and classes and studies in parental education. Every local in the state can offer help to all parents in this direction. "Trained parenthood is the foundation of our work" are the words of our national president, Mrs. Margarette Willis Reeve. Why shouldn't people plan how to be good parents?

The California Congress of Parents and Teachers is offering for the consideration of classes a study of childhood based on the now well-known book, *The Child: his nature and his needs*. The Children's Foundation has recently completed a survey concerning the bodies, the minds, and the morals of children, and the study course offered is the result of this survey. Twelve excellent programs, outlined by our Educational and Home Circle Departments, are available from the state office. It is hoped that Parent-Teacher groups throughout the State will organize classes for this most vital study.

The object of the organization is the promotion of child welfare in home and school, to raise the standard of home life. The efforts of the organization will be directed to the up-building and education of society rather than to its reformation and condemnation.

Parent-Teachers' Associations In Grade Schools

MRS. HARRY L. FLEMING, *Bloomington, Illinois*
Chairman, Committee on P.-T. Assn. in Grade Schools
National Congress of Parents and Teachers

THE NATIONAL CONGRESS of Parents and Teachers has created several new committees by dividing its regular extension department into groups that shall serve member associations according to the different types of schools in which they are organized. Every one familiar with parent-teacher association work realizes that since their beginning they have made greater progress in the grade schools than they have in the ungraded rural schools and in the high schools.

Thus by their longer experience these grade school associations have developed quite uniformly along the regular routine of organization, program material, and certain activities such as furnishing additional school equipment, playground apparatus, and other material things which make for the greater comfort and enjoyment of the pupils and teachers.

It will be the aim of the "Committee on Parent-Teacher Associations in Grade Schools" to assist in the continuation of the regular work of these associations. At the same time we endeavor to help in widening the fields of activity in parent-teacher association work, so it will include more universal study of problems. Among these are,—(1) American citizenship, (2) the motion picture from the standpoint of the parents' responsibility for what the children shall do and see. (3) Greater co-operation with local health departments in the prevention of contagious diseases, the establishment of baby clinics, the better understanding of special feeding and care of the undernourished child, etc. (4) Increased interest in supervised playgrounds. (5) Greater participation in the social life of the children of the upper grades, in order to

(Continued on Page 571)

National Congress of Parents and Teachers

President

Mrs. A. H. Reeve, Ambler, Pa.

Corresponding Secretary, Mrs. George B. Chandler,
Rocky Hill, Conn.
Recording Secretary, _____

Treasurer, Mrs. H. N. Rowell, 3158 College, Ave.,
Berkeley, Calif.
Historian, Mrs. Eugene Crutcher, 817 Lischey Ave.,
Nashville, Tenn.

Vice-Presidents

Mrs. Edgar L. DeArman, 266 Vine St., San Jose,
California
Mrs. E. C. Mason, 8 Grove Street, Winchester,
Massachusetts
Mrs. William Ullman, 521 E. Walnut St., Spring-
field, Missouri

Mrs. Charles H. Remington, 214 E. Waterman Ave.,
East Providence, Rhode Island
Mrs. E. F. Langworthy, 832 Bryant Ave., Winnetka,
Illinois
Mrs. J. F. Hill, 218 Knott St., Portland, Oregon

Mrs. S. M. N. Marrs, Capitol Station, Austin, Texas

NATIONAL OFFICE: 1201 16th St. N. W., Washington, D. C.

Executive Secretary, Mrs. Arthur C. Watkins
Bureau of Child Development—Dr. Bird T. Baldwin,
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Bureau of Rural Life—Mrs. John B. Cleaver, Mgr.,
Middletown, Del.

Field Secretaries, Miss Frances Hays, Mrs. C. E. Roe
Bureau of Publicity—Mrs. Laura Underhill Kohn,
Mgr., Furnace Brook Farm, Peekskill, N. Y.
Bureau of Program Service—Mrs. Orville T. Bright,
Mgr., 1115 Hinman Ave., Evanston, Ill.

DEPARTMENTS AND STANDING COMMITTEES

ORGANIZATION

Child Welfare Day—Mrs. David
O Meara, 1201 16th St., N. W.,
Washington, D. C.

Child Welfare Magazine (Sub-
scriptions)—Mrs. Shelton Bis-
sell, San Dimas, Calif.

Literature—Mrs. Karl Eaton, 559
St. Louis St., Springfield, Mo.

Membership—Mrs. Drury W. Coe-
per, Parkhurst Place, Mont-
clair, N. J.

Publicity—Mrs. Laura Underhill
Kohn, Furnace Brook Farm,
Peekskill, N. Y.

EXTENSION

P.-T. A. in Colleges—Mrs. J. W.
Bingham, Palo Alto, Calif.

P.-T. A. in High Schools—Mrs. W.
C. Langabeer, Tacoma, Wash.

P.-T. A. in Grade Schools—Mrs.
Harry L. Fleming, 1401 N.
Main St., Bloomington, Ill.

Pre-School Circles—Mrs. Clifford
Walker, 205 Prado, Atlanta, Ga.

P.-T. A. in Churches—Mrs. Frank
Everitt, 452 Woodward Ave.,
Buffalo, N. Y.

Study Circles—Mrs. E. R. Crum,
2034 Lincoln St., Berkeley, Calif.

PUBLIC WELFARE

American Citizenship—Mrs. Hen-
ry Osgood Holland, 108 High-
land Ave., Buffalo, N. Y.

Juvenile Protection—Mrs. Mark
P. Mears, 7258 Princeton, Ave.,
Chicago, Ill.

Legislation—Mrs. William Tilton,
11 Mason St., Cambridge, Mass.

Motion Pictures—Mrs. Morey V.
Kerns, 2526 S. Cleveland St.,
Philadelphia, Pa.

Recreation—Mr. J. W. Faust, 315
4th Ave., N. Y.

Safety—Dr. A. B. Meredith, State
Dept. of Education, Hartford,
Conn.

EDUCATION

Art—Dr. Frank Alvah Parsons,
80th St. and Broadway, N. Y.

Humane Education—Mrs. Jennie
R. Nichols, 1024 N. Cushman
St., Tacoma, Wash.

Illiteracy—Mrs. Bruce Carr Jones,
626 Forsyth St., Macon, Ga.

Kindergarten Extension—Miss C.
Wheeler, 853 Watson St., S. W.,
Grand Rapids, Mich.

Music—Mrs. Elmer J. Ottaway,
Riverside Drive, St. Clair, Mich.

STATE PRESIDENTS

Alabama: Mrs. E. L. Hays, Hartselle
Arizona: Mrs. Elmo Bollinger, Kingman
Arkansas: Mrs. Paul Lange, 406 N. Pine Street,
Little Rock
California: Mrs. Hugh Bradford, 3400 I Street,
Sacramento
Colorado: Mrs. Miller B. Porter, 2124 E. Seven-
teenth Avenue, Denver
Connecticut: Mrs. H. Wooster Webber, Ivoryton
Delaware: Mrs. Robert E. Lewis, Dover
District of Columbia: Mrs. Giles Scott Rafter,
800 18th St., N. W., Washington
Florida: Mrs. L. M. Anderson, 2204 Grand Central
Avenue, Tampa
Georgia: Mrs. Fred Wessels, 501 E. Waldburg
Street, Savannah
Idaho: Mrs. C. E. E. Roberts, Gooding
Illinois: Mrs. T. M. Kilbride, 1403 S. Second St.,
Springfield
Indiana: Mrs. G. G. Derbyshire, Southport
Iowa: Mrs. F. W. Beckman, Ames
Kansas: Mrs. J. B. Riddle, 240 N. Rutan Street,
Wichita

Kentucky: Mrs. Hans Mueller, Apartment 87, Wil-
low Terrace, Louisville
Louisiana: Mrs. Henry Alcus, 1645 Sonlat Street,
New Orleans
Maine: Mrs. Joseph D. Small, Westbrook
Maryland: Mrs. Harry E. Parkhurst, 1410 Park
Avenue, Baltimore
Massachusetts: Mrs. E. V. French, 20 School Street,
Andover
Michigan: Mrs. Fred M. Raymond, 641 Prospect
Avenue, S. E., Grand Rapids
Minnesota: Mrs. E. G. Quamme, 1556 Fairmount
Avenue, St. Paul
Mississippi: Mrs. Lewis H. Yarbrough, Hazlehurst
Missouri: Mrs. F. O. Cox, 3621 Flora Avenue,
Kansas City
Montana: Mrs. A. W. Luedke, 1600 Spring Street,
Lewistown
Nebraska: Mrs. George H. Wentz, 240 N. 11th
Street, Lincoln
New Hampshire: Mrs. O. V. Henderson, Durham

(Continued on page 584)

CALIFORNIA TEACHERS' ASSOCIATION

COUNCIL of EDUCATION

OFFICIAL DEPARTMENT

California Educational Directory

INSTITUTIONS APPROVED BY THE STATE BOARD OF EDUCATION TO OFFER TEACHER TRAINING

- California School of Arts and Crafts, Berkeley
—F. H. Meyer, director.
- College of the Pacific, Stockton—Tully C. Knoles, president; J. W. Harris, professor of education.
- Dominican College, San Rafael—Sister M. Raymond, head.
- Mills College—Aurelia H. Reinhardt, president; John Louis Horn, associate professor.
- Occidental College, Los Angeles—Remsen du Bois Bird, president; James H. Sinclair, dean.
- Pomona College, Claremont—James A. Blaisdell, president; William E. Nicholl, dean.
- Stanford University—Ray L. Wilbur, president; E. P. Cubberley, dean.
- University of California, Berkeley—W. W. Campbell, president; W. W. Kemp, dean.
- University of California, Southern Branch, Los Angeles—E. C. Moore, director.
- University of Southern California, Los Angeles—Rufus B. von Kleinsmid, president; Lester B. Rogers, dean.

State Teachers Colleges

- Chico—C. M. Osenbaugh, president.
- Fresno—C. L. McLane, president.
- Humboldt—at Arcata—Ralph W. Swetman, president.
- San Diego—Edward L. Hardy, president.
- San Francisco—Archibald B. Anderson, acting president.
- San Jose—H. F. Minssen, acting president.
- Santa Barbara—C. E. Phelps, president.

Other Institutions of Higher Learning

- California Christian College, Los Angeles—Arthur Braden, president.
- California Institute of Technology, Pasadena—Robert A. Milliken, president.

- College of Notre Dame, Belmont—Sister Julia, head.
- Loyola College, Los Angeles—Henry Welch, president.
- Pacific Union College, St. Helena—Wm. E. Nelson, president; Katherine B. Hale, professor of education.
- St. Ignatius University, San Francisco—Pius L. Moore, president.
- St. Mary's College, Oakland—Brother U. Gregory, president; Brother U. Leo, professor of education.
- University of Redlands, Redlands—Victor L. Duke, president; I. S. Westerberg, professor of education.
- University of Santa Clara, Santa Clara—Zacheus J. Maher, president; Wm. I. Longergan, professor of education.
- Whittier College, Whittier—Walter F. Dexter, president; Joseph T. Williams, professor of education.

Junior Colleges

- Azusa—Citrus Union Junior College—Floyd S. Hayden, principal.
- Bakersfield—Kern County Union Junior College—Herman A. Spindt, principal.
- Brawley Union Junior College—C. N. Vance, principal.
- El Centro Union Junior College—J. L. House, principal.
- Eureka Junior College—George C. Jensen, principal.
- Fullerton Junior College—Louis E. Plummer, principal.
- Hollister—San Benito County Junior College—James Davis, principal.
- Modesto Junior College—Charles E. Morris, principal.
- Ontario—Chaffey Junior College—Merton E. Hill, principal.
- Pasadena City Junior College—William F. Ewing, principal.
- Pomona City Junior College—H. P. Reynolds, principal.
- Riverside Junior College—A. G. Paul, director.

(Continued on Page 575)

California Delegates N. E. A.

Indianapolis, July, 1925

Delegates from California to Indianapolis

EX OFFICIO delegates: W. P. Dunlevy, F. M. Hunter, Mary F. Mooney, Ida C. Iversen.

State delegates: Alma Adams, Pearl Barker, George H. Bell, W. J. Cagney, Arthur H. Chamberlain, Jeannette Churchill, Roy W. Cloud, A. G. Elmore, James Ferguson, Anna G. Fraser, D. F. Gatchel, Minnie M. Gray, E. G. Gridley, J. W. Gwinn, H. J. Hanna, Emma Hartman, Harold D. Hendricks, Mrs. Jeannette B. Hendricks, Louise S. Hill, J. L. House, O. S. Hubbard, V. Kersey, Ira C. Landis, Louise P. Linn, Leonard Lundgren, Frances M. McCray, Edith D. Moulton, W. L. Nida, Elizabeth Pendry, C. W. Sandifur, A. Haven Smith, Mrs. Anne Thompson, Albert F. Vandegrift, May C. Wade.

Alameda County Educational Association: J. L. Bunker, Mary F. Connelly.

Alameda Grade Teachers Club: Anne J. Welch.

Berkley Teachers Association: Charles A. Harwell, Mabelle Wilson.

Fresno City Teachers Council: Howard R. Gaines.

Glendale City Teachers Club: Bess Aldrich, Eugene Wolfe, Norman Whytock.

Los Angeles City Teachers Club: Marguerite P. Allen, Dora L. Garrison, Jeanette Jacobson, Ada D. McGorry, Gladys Evelyn Moorhead.

Los Angeles Elementary Principals Club: M. E. Peterson, Sarah Heineman.

Los Angeles Kindergarten Club: Mildred Leader Moses.

Los Angeles High School Teachers Association: Gertrude Upton Bradley, Lloy Galpin, A. M. Shaw, William R. Tanner, Grace Thurston.

Los Angeles High School Principals Association: B. W. Reed.

Oakland Teachers Association: Margaret Bradley, F. B. Gauch, Blanche Chamberlain, Edith Edmiston, Amerlia Hartmann, Charles E. Keyes, Mary McGrath, Doris McEntyre, Maude T. Pesante, J. A. Robison, Faith Shaw, Florence Tillman, Edna L. Wright, Anne M. Bradley.

Richmond Teachers Association: Mardele Robinson.

San Diego Teachers Association: Russell Paine.

San Diego Principals Club: Ida U. Meeks.

Long Beach City Teachers Club: Fanny M. Leasure, Floyd J. Leasure, H. H. McCutchan, Jane D. Gibbs, Ralph E. Oliver.

Santa Clara County Teachers Association: Roy Thompson.

San Francisco School Principals Association: Frances Mooney.

San Francisco Grade Teachers Association: Adelaide Bartlett, Olive S. Bartlett, Vera Franklin, Mary Hewitt, Louise McDermott.

San Francisco High School Teachers Association: Mary E. Amrath, Elsie M. Schon.

Santa Ana City Teachers League: Mrs. Luella Green, H. G. Nelson.

Santa Barbara Teachers Club: Mylitta M. Morris.

Santa Barbara County Teachers Club: James A. Westcott.

Santa Clara County School Masters Club: Charles R. Crooke.

Santa Monica City Teachers Association: Josephine O'Leary.

Stockton Elementary Teachers Association: A. W. McGowan, Ocella Riley.

* * *

Pictorial History of California

THE Department of Visual Instruction in cooperation with the California State Historical Association has published a Pictorial History of California. This history comprises 250 loose-leaf pages. On each page there is printed one or two pictures and the legend explaining the same. The pages measure 8x11 inches and are of heavy paper. This work is a general history of the state, commencing with the early days of Spanish and English discovery and colonization, the missions, the period of gold discovery, the period of 1875, down to the present day.

All pictures have been selected for both their historical and pictorial value. The mission pictures are copies of original etchings by Ford, paintings by Oriana Day and by Vischer, and photographs by Watkins. The latter were taken about 1875. All of the etchings by Ford show the missions in their original settings with the pastoral life of the times. The same is true of the Day and the Vischer paintings. A picture of every mission founded by the early Spaniards is included in this set. The pictures have been very carefully selected and edited by Owen C. Coy, Ph. D. Dr. Coy is one of the foremost historians in this state and has devoted twelve years in research in the field of California history.

California Teachers' Association Publications

A Check List of Available Documents Teachers' Associations

Study of State Teachers' Associations. A. H. C. and Richard G. Boone. 20 p. April, 1923.

A Brief History of the California Teachers' Association. E. Morris Cox. 8 p. May, 1920.

Constitution and By-Laws, C. T. A. and Sections. 48 p. April, 1924.

Council of Education, C. T. A.

Council of Education, reports of committees, minutes, Los Angeles, December 15, 1923. 16 p. February, 1924.

Council of Education; minutes, Board of Directors meeting. February, 1924. Auditor's Report. 8 p. February, 1924.

Council of Education, reports of committees; minutes, Oakland, April 12, 1924. 32 p. May, 1924.

Council of Education, reports of committees; minutes, Los Angeles, December 13, 1924. 24 p. January, 1924.

Council of Education, reports of committees. Santa Barbara, April 11, 1925. 24 p. May, 1925.

Council of Education; minutes. April 10-11, 1925. Santa Barbara. 4 p. May, 1925.

Legislation, California

A "Who's Who." How they voted on important educational and humanitarian measures. The California Assembly of 1923 and the Schools. A. R. Heron, 88 p. January, 1924.

Legislative Bulletins. A series of 5. February to April, 1925.

Finance, California School

Teachers' Salaries. 16 p. il. April, 1920.

Save the Schools of California from the Budget Makers. 8 p. March, 1923.

The Two-Million Dollar Cut. A. R. Heron. 8 p. chart folder. September, 1923.

Constitutional Amendment Sixteen. A. R. Heron. 24 p. il. November, 1923.

The Assault upon California's Public Schools. A Declaration by the School Superintendents of California. 4 p. November, 1923.

The Taxes We Pay—Up or Down. A. R. Heron. 12 p. il. April, 1924.

Placement Bureau

Circular of Information. 1 p. June, 1925.

Text Books

High School Text Books, state uniformity and state publication of. 16 p. September, 1916.

Catechisms

A California Public School Catechism. 16 p. April, 1925.

Directories

Directory, Educational Organizations of California. 12 p. May, 1923.

California Educational Directory, 1925. 50 p. April, 1925.

Directory of Students, University of California Summer Sessions, 1925. Part I, Berkeley. 48 p. July 1, 1925. Part II, Los Angeles. 36 p. July, 1925.

Directory, California City and County Superintendents. 1 p. September, 1925.

Editorials and general articles from Sierra Educational News

Who is Caesar? and other editorials. An Appreciation of A. E. Winship. A. H. C. 7 p. April, 1924.

Child Labor Amendment. The Education Bill. A. H. C. November, 1924.

Luther Burbank, scientist, philosopher, man. A. H. C. 16 p. il. March, 1925.

The Story of Chocolate. Barbara Reid Robson; visit to a chocolate factory. J. A. B. 88 p. il. March, 1925.

The Cooper Case. A. H. C. 2 p. June, 1925.

Sonoma Grange Charges Terrorism. 2 p. September, 1925.

Graphic California. Mabel Stark. 1 p. August, 1925.

Olla Podrida. Book reviews and listings. 4 p. August, 1925.

California High School Teachers Association Proceedings California High School Teachers Association. 48 p. il. August, 1923.

Special Numbers

1925 Summer Conventions Number—International Kindergarten Union, American Home Economics Association, California Library Association. 72 p. il. July, 1925.

Three Notable Meetings

North Coast Section - Modoc - Trinity

AT Eureka High School, September 14 to 16, gathered 500 school folk of the North Coast Section, in a notable series of meetings. Among the leading themes and speakers were: School administration, Professor E. P. Cubberley of Stanford; Individual differences, Dr. Raymond Franzen; new ideas, Mamie B. Lang, state commissioner of elementary education; the Bear Flag, Professor Carl Marshall; the Eureka Plan, George C. Jensen, principal Eureka Secondary Schools; penmanship, Mildred Moffett; silent reading, C. R. Stone; the Red Cross, Rosemond Adams; Speech Improvement, Mabel F. Gifford; the sequoia, E. R. Freeman; and distinguished addresses by State Superintendent Will C. Wood, and President Ralph W. Swetmann, Humboldt Teachers College.

Musical features of excellence enlivened the programs: Eureka High School Orchestra, F. B. Flowers, director; Arcata High School Students, W. N. Wood, director; violin, Professor Muse, Eureka; and mass singing led by Glenn H. Woods, director of music, Oakland Schools, with Frances M. Roberts as accompanist. Mr. Woods conducted a sprightly and zestful course in musical education, as a gleaming overtone to his inimitable directing.

Messrs. Bugbee, Good, Albee, Stewart, Cooperrider, Moore and Jensen merit special praise for the uniform excellence of the general and sectional meetings. The latter comprised—high schools, elementary administrators, elementary teachers.

The Humboldt State Teachers College was hostess to alumni and friends Tuesday afternoon. The Eureka Teachers Association was hostess to the convention at a delightful reception and dance at the Masonic Auditorium, Tuesday evening. The business meeting of the North Coast Section, C. T. A., was held Wednesday morning, President H. B. Stewart presiding. Officers for the coming year were duly elected, as follows:

President, Mrs. Annie R. Babcock of the Willits Grammar School.

Vice-President—Edwin A. Moore of Crescent City, Del Norte County Superintendent of Schools.

Secretary-Treasurer—Miss Shirley Perry, Ukiah High School (re-elected).

Council Member—Roy Good of Ukiah, Superintendent of Schools, Mendocino County (re-elected).

Eureka beamed with hospitality and good cheer; perfect weather prevailed, and the teachers dispersed to their schools, heartened, inspired, and enthused for the noble tasks that are theirs. The North Coast meeting was an unqualified success.

* * *

THE MODOC COUNTY Teachers' Institute met at Alturas August 25-26-27. The sessions were held in the Modoc Union High School. Officers of the Institute were President, Charles J. Toreson; Vice-president, Miss Catherine Gloster; Secretary, Miss Ida Heard; Assistant Secretary, Miss Julia Green. The instructors comprised Miss Mamie B. Lang, State Commissioner of Elementary Schools; Miss Ruth G. Strickler, Davis Creek School; Leon B. Lewis, Surprise Valley School. The high school section met under direction of Mr. W. E. Hester, Chairman. At the concluding meeting of the Institute study colleges were organized.

Miss Lang presented the subject of standard tests in a convincing and practical manner. Chairmen of committees included Miss Dorothy Gloster, Miss Mary Mullins, Mr. L. B. Lewis and Alfred O. Saxe.

* * *

TRINITY COUNTY INSTITUTE was held in the beautiful Memorial Hall, Weaver-ville, September 16, 17 and 18. The officers were Miss Lucy M. Young, ex-officio president; Mrs. Elizabeth H. Gehm, vice-president; Mrs. Maude I. Chapman, secretary; Mrs. Marion C. Jones, pianist. The instructors included Miss Mamie B. Lang, commissioner of elementary schools, Sacramento; Miss Jean Campbell MacMillan, literary reader, University Extension Division, Berkeley; Miss Mildred Moffett, penmanship specialist, Columbus, Ohio; Dr. Beebe, child welfare bureau, San Francisco; Dr. Melvin S. Lewis, department of education, University of California; Vaughan MacCaughy; Glenn H. Woods, director of music, Oakland public schools.

A special feature of the Institute was a musical and dramatic evening program. Many town's people were in attendance.



FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state or national educational affairs of general interest.

TOKYO AND MANILA

MISS HANCE writes me of the continued interest of the Sierra Educational News in Junior Red Cross. The actual service of children consists largely of (1) the support of the dental clinic, (2) reading and using the Junior Red Cross News, and (3) international correspondence. We hope, within the next two years, to have the service idea largely introduced and practically functioning.

Recently we had as a visitor, Major Kanichiro Morishima of the Army Medical School of Tokyo. He was requested by the Tokyo Branch of the Junior Red Cross to visit our clinics and report on them as a possible activity for the Junior Red Cross in Kobe. This Japanese Junior Red Cross, by the way, has just issued most interesting colored health posters for use in their schools.

Sincerely yours,

Mary Concannon

Secretary, Junior Red Cross.

Junior Red Cross,
The American Red Cross,
Philippines Chapter,
Manila, Philippine Islands

BALDWIN PARK'S NIGHT

Baldwin Park is a little settlement of 250 persons, between Los Angeles and Pomona.

ON THE night of graduation the small auditorium of the rural school (which seats 250) was filled. There was a crowd of people standing in the aisles and in the hall. The march for the graduates started. How slowly and dignified we marched in! There were 20 to graduate.

The program proceeded splendidly. The Class "Doctor" had made a thorough study of each of us; he gave our "illness" and the best remedy. The Class History also caused many to laugh. Many of the boys and girls wondered where we would be and what we would be doing fifty years from now, so I was called on to give the class Prophecy.

The best part of the program was when we all received our diplomas.

Eugenia Benneson.

TIDINGS FROM FIJI ISLANDS

Two native Fijian boys, have written recently to a friend of the Sierra Educational News, concerning their pets. Perhaps some California boys would like to write to their Polynesian cousins.

I. John (10 years)

Nearly all the children here have pets. I have a pet dog. She is a wire-haired fox terrier. She is intelligent. Every time I go to the butchers she will follow me. Every time I go to the sugar mill or to a play-mate's house she won't follow. Sometimes she follows me to school but very seldom. Her name is Queenie. Her color is black and white.

We have pet gardens also, for we treat our seeds like pets. Our seeds are coming up nicely. We have in our garden corn, peanuts, carrots, beans, and turnips.

Yours sincerely,

John Vicary.

Labasa, Fiji.

II. Willie (13 years)

I have a dog and its name is Rosse. My cat's name is Ginger because the color is ginger too. We expect to have an exhibition of our pets. Our gardens are our pets too, because we mind them every day and give the plants water. Carrots, turnips, radishes, peanuts, corn, and tomatoes are some of the things I grow.

Willie Spowart.

Labasa, Fiji.

PHYSICAL EDUCATION

CONSIDER physical education one of the most important departments of our schools, and that we are not giving it the fullest attention that should be done. Health is not appreciated until it is lost, and most folks are inclined to pay no attention to it as long as they feel well. I think that if we knew better how to keep the body fit, it would be our greatest economy in public life. When I think of the great toll that colds, as well as other diseases, take from time and duties, I feel that we need to go a long way to correct such deficiencies.

Ben S. Millikan,

District Superintendent,

Covina, Calif.

Sensible Weights and Measures

World Yard—Meter; World Quart—Liter;
World Pound—500 Grams.

YOU are familiar with the sentiment in the United States for standardizing our weights and measures. Nationally known authorities on economic issues as well as leaders in commerce, industry and education, have repeatedly pointed out the urgent need for action. Popular demand for standardization has increased tremendously during the last year.

Authorities are urging standardization on the basis of the World-Standard metric units. These are now used in 46 large countries of the world—the entire world with the exception of the United States and the British Commonwealths. The metric units are uniform, decimal, and quickly intelligible. They offer the logical answer to the waste involved in our present cumbersome jumble.

The Metric Movement is gaining momentum. Action by the new United States Congress, with support by many of its leaders, is now assured. The metric topic is of human interest to all the people. Pending legislative action makes it more than ever a live issue.

Call upon us for any material or information you may require.

Sincerely yours,

Aubrey Drury,

Director All-America Standards Council.
681 Market Street,
San Francisco.

* * *

Long Beach Kindergartens

WE HAVE all been working, ever since last year on a kindergarten course of study. Although as yet we have not completed the course, we are already receiving a great deal of benefit from it. So we feel we are accomplishing a lot.

Long Beach is a rapidly growing city. We have made several interesting visits, with the children from different schools, to such places as: Ranch, floral shops, bakery, laundry, fire-station, fish cannery, sawmill, paper box factory, candy factory, and harbor. A recent visit was made on the day a banana boat came to Long Beach Harbor, bringing 9,000 bunches of bananas from Mexico. These were loaded into refrigerator cars and shipped all over the

country. Just behind this was a Japanese fishing boat, unloading fish, which in turn was loaded into a smaller boat and taken to the fish cannery, a short distance away. This was a wonderful sight for the children and also for the grown-ups. Such trips as this form the basis for many of our projects.

The Kindergarten Club had a delightful dinner at the Hotel Virginia. The table was beautifully decorated in lavender and pink. Each girl received a corsage bouquet of lavender and pink sweet peas. After the dinner, dancing and cards were enjoyed by those who wished to stay. This was one of the nicest get-together parties the club has ever sponsored.

Truly yours,

Gatherine Harper Stevens,

Secretary Long Beach Kindergarten Club.

* * *

What a Layman Thinks of a School

RECENTLY there appeared in a San Diego newspaper, a spontaneous, unsolicited two-column tribute to the Memorial Junior High School. To the faculty and patrons of the school, this tribute was unexpected, and all the more appreciated. It is reproduced herewith in part only, because of limited space. We cite it, however, as an instance of the way in which a "good citizenship" program in the schools is recognized by "the man on the street."

Good Citizenship Is Taught at Memorial Observation Work

Editor San Diego Union: For many years Logan Heights was listed as a foreign country. Logan Heights was the "skimmed milk," while other portions of the city constituted the "cream."

During the last three years this has all been changed, not because we are better or worse than we were in the days gone, but through the influence of Memorial Junior High School. Just as the Slamese twins were bound together, good citizenship and scholastic attainments have been linked so closely in Memorial that the two qualities are as one.

Observed Work

I have closely observed the work of the teachers. They are building character in the boys and girls so fortunate as to attend their well-learned lessons. There was a day when

"Every California schoolman and schoolwoman a member of the California Teachers' Association" is the 1925-26 slogan.

parents instilled into the minds of their children the worth of character. Today the children, with whitened consciences and purified intellects, take with them to the firesides that which has been gleaned in the classrooms of Memorial. It is a hobby with Principal Tilton that education without good citizenship is an evil.

During past years the minds of the people have been so filled with "drives," with dogmatic teachings, with fashions, with personal adornment, that they have had little time to give to their children. But there has been an awakening—there has been placed in the foreground the necessity of such real education that the future of this nation might be fully assured.

I would like to mention the names of those teachers in Memorial who are doing such noble work, but when I attempt it I find that I have to enter the names of all. When these noble men and women shall have finished their life-work, the record will be referred to in after years by Memorial boys and girls, a record that will live forever.

A. G. Stacey.

San Diego.

Kern County

AT THE opening of the school the music, art, and physical education supervisors have held group meetings of all teachers of the county on Saturdays to acquaint teachers with the work to be carried on, also to outline it fully. In other words, we are going to have miniature summer schools in various parts of the county, so that every teacher will know what the course calls for.

The School-Master's Club will also meet in the fall. It is my intention to have a meeting of the principal administrators to take up administration questions; this will be in the nature of a luncheon, coming the first part of the year.

We have issued a new "three-track" manual to operate in (a) one and two-teacher schools, (b) three, four, five-teacher schools, and (c) schools of six teachers and more. The background is the same in all schools, supplemented and augmented, however, in accordance with the size of the school and its ability to present a fuller course.

Yours truly,

Lawrence E. Chenoweth,
County Superintendent of Schools
Bakersfield.

Duncan MacKinnon

A Great Schoolman of the West

HOWARD O. WELTY

Principal Oakland Technical High School,
Oakland, California

Mr. MacKinnon was one of the founders and first directors of the California Council of Education and reorganized C. T. A. He rendered invaluable pioneer service to the public schools, the school children, and the teaching profession in California.—Editor.

DUNCAN MacKinnon graduated from Stanford in 1899. He became principal of the Haight School, Alameda, in June, 1903. After two years in this position he was elected to the principalship of the San Diego High School. After one and one-half years of superior work in the San Diego High School he was elected to the superintendency. This position he filled for twelve years, terminating his work in the San Diego schools in June, 1918.

Mr. MacKinnon was one of the best administrators I have ever known. His grasp of professional problems and his keen understanding and quick appreciation of the progressive movements in education, coupled with his marked executive ability, enabled him to make the San Diego schools rank among the first in California.

Duncan MacKinnon was absolutely fearless. The late Professor W. H. Bliss, Dean of the San Diego State Teachers' College, once said to me that Duncan MacKinnon had the most unerring judgment of teachers he had ever seen. He was a loyal friend and co-worker, and his love of children made him one of the outstanding leaders in child welfare in the city of San Diego.

OCTOBER 12

The annual convention of California county, city and district superintendents will meet in Pasadena, Vista del Arroyo, Monday, October 12, at 9:30 A. M. This is one of California's most significant annual meetings. All major phases of public education will be considered.

TESTS AT ARCATA

I WISH to compliment you on your article concerning the (so-called) "New Examinations" in a recent *Sierra Educational News*. The undersigned has used the completion, true-false, and multiple-response tests for over ten years. He can vouch for the fact that those administrators and professors, who condemn the teachers who have largely discarded these tests, are somewhat deficient in experience and professional reading.

School authorities could be named, (even in California!), who charge that teachers who even dare question the use of these tests, are "old foggies" and do not measure achievement scientifically.

The *Sierra* is always very good, replete with common sense, and of a real value to readers. So keep up the good work!

Very truly yours,

Homer L. Arnold.

Department of Education & Psychology
State Teachers' College, Arcata.

CURRENT TOPICS

ANALYSIS of returns from 25,000 students on the Current Topics Test has just been completed. The country-wide average mark for the 7th grade is 34 per cent; for the 12th grade, 58 per cent. Although teachers for years have been using from 45 to 60 minutes a week on current topics, little has been done to check up results and still less toward giving the teachers concrete aids in the teaching of this subject. This partly explains the low averages made. In cases where a definite plan had been used and pedagogical principles followed the average mark ranged from 15 to 20 per cent higher.

It is universally agreed that current problems should be a definite part of every curriculum. It is also undebatable that training and suggestions and methods of teaching are just as necessary for current topics as for any other subject. Here's hoping you agree with the need for training and helping teachers in their current topics work.

Current topically yours,

W. C. Blackey, Manager

Looseleaf Current Topics
New York City.

* * *

A FORTIETH BIRTHDAY

THANK YOU for your congratulations to D. C. Heath and Company on its fortieth birthday as an educational publisher. I am deeply grateful for the congratulations of the *Sierra Educational News*. If the house merits the congratulations of your 35,000 teachers, it is the best reward that it could possibly have for the service that it has tried to render the educational people of this country.

As you know the founder of the house Mr. D. C. Heath, had very high ideals. He felt the educators of this country should have the best service that he knew how to render. In choosing books he always tried to select those that would be most helpful to the cause of education. Mr. Heath highly valued the commendation of the school people of the country.

May your enterprise continue to flourish and be of service to the large number of teachers whom you benefit. You are doing a fine work.

Yours sincerely,

W. E. Pulsifer, President

D. C. Heath & Company,
New York City.

CALIFORNIA LIBRARIES

Some remarkable statistics by Milton J. Ferguson, State Librarian

		City			
	Number	Income	Books	Distributing Points	
July 1917	139	\$1,050,508	2,219,111	395	
July 1924	146	2,313,173	3,607,935	415	
		County			
	Number	Income	Books	Branches	School Br.
July 1917 (operating)	35	\$ 449,016.43	721,249	2,441	1,136
4 others established					
July 1924	42	1,296,449.53	2,936,627	4,068	2,411
		California State Library			
		Income	Books	Books for Blind	
1916-17		\$ 98,600	191,982	6,800	
1923-24		101,605	249,456	16,479	
		Circulation			
1916-17		\$12,932,289	31,162	13,847	
1923-24		23,080,374	37,968*	31,761	

*NOTE—Less than 1922-23 when State Library received its largest income, \$152,950. Even under a reduced Budget the circulation of January 1925 was greater than that of January 1923.

The proposed budget for 1925-27 for the State Library is \$253,490, or \$50,280 more than the income for the present two years, 1923-25.

Children's Book Week

November 8-14

CHILDREN'S Book Week was originated in 1919 by the American Booksellers' Association, the American Library Association, the Boy Scouts of America, and associated publishers. It has become a national annual campaign which thousands of schools and communities use to stimulate interest in boys' and girls' books. Its influence is felt throughout the year in a growing consciousness of the importance of children's reading in character development.

Suggestions for Communities

Form a Book Week committee. Plan November programs and exhibits of books. Display posters "More Books in the Home" and "Let's Read Together," sent on request by National Association of Book Publishers, 25 W. 33rd Street, New York.

Arrange for newspaper articles on boys' and girls' reading, and newspaper contests for best book reviews, book posters, book-plate designs, bookcases, library photographs, book lists, etc.

Distribute lists of the best books for children. Consult local or state library in preparing these.

Plan displays of picture books and toy books for little children, "a library for a girl's room," "a library for a boy's room," and other groups. Include a group of books about child psychology and children's reading for parents and

teachers, "a parents' bookshelf." Books in displays should include a variety of editions to suit many tastes and purses. Book cases made

in local manual training classes might be used in displays, with photographs of boys' and girls, home libraries.

For the churches, suggest special sermons on children's reading and revision of the Sunday School library.

Exhibits, at museum or public library, of illustrations of children's books.

For the schools, special assembly programs with talks about reading, book reviews, book plays, contest awards.

In class work, essays and discussions about books read for pleasure; projects, book-plate, book poster, book-mark designing, and book-case making; talks by teachers on building a personal li-

brary; in geography and history classes, discussion of books about children of other countries and times.

California school people,—from the quiet rural school under its sheltering pine or gum tree, to the huge cosmopolitan high school in the roaring city,—are planning to make Children's Book Week, 1925, a best and happiest and most significant occasion.

"Happy is the Child with Books!"

Are you acquainted with the rich literary resources of your own community?



EDUCATIONAL LITERATURE

Critique of New Books

WM. JOHN COOPER

City Superintendent Schools, Fresno

OF THE pedagogical books there seems to be no end and of reviews of these there are all sorts, varying from an impression derived from reading the preface and glancing at the table of contents to the careful criticism of the entire text with some inquiry into the *raison d'être* of the volume. Of the new books published during the past few months a few seem to form themselves so readily into groups for professional study in cities of reasonable size that the reviewer is tempted to discuss them in terms of such possible professional study use.

Accordingly first, for a group of *secondary school administrators*, let us say a study conference of principals and vice-principals of junior and senior high schools, an admirable book is the volume by Franklin W. Johnson of Teachers College, Columbia, entitled "Administration and Supervision of the High School." *The author has had much experience as a secondary school principal, becoming nationally known through his work at the University of Chicago High School. At present he is supervising the secondary schools of Teachers College, Columbia. The volume, however, grows not alone out of large practical knowledge but also out of a wide study of the literature of the field, resulting from the author's college teaching.

Dr. Johnson's point-of-view is well illustrated by his analysis of the high school principalship which constitutes his first chapter. In the first place, he claims that: "The principal is the responsible leader of the school." As such he "should have a clear conception of the aims of secondary education" and impart these to his teachers. He should organize not only the formal but the informal activities of the school "to develop in pupils right ideals, attitudes, and habits of work and conduct which will be effective in mature

life." In addition to knowing the aims of the lower schools from which his pupils come he should be acquainted with the higher institutions to which his graduates go and be able to co-ordinate the work of his school at both ends. He should be able, by interpreting his school to parents, to "secure their active co-operation."

Finally, he "should make constructive recommendations" to the Superintendent and Board necessary to secure the improvement of the school. Next "The principal is responsible for the direction of all the activities of the school" including curricular organizations, method of teaching, administrative routine and social activities. And finally, "the principal should delegate to others so far as feasible the details of administration."

"Traditional practice and the conception of school boards and the general public," says Johnson, "inevitably tend to make the principal a performer of routine tasks, whereas the position demands a professional leader, who shall direct with judgment and skill an organization of exceeding complexity." Through 20 chapters, interestingly written, touching the relations with the lower and higher institutions, the teaching staff, the control of pupils and their activities, the school plant, details of administration, and the supervision of teaching, the author sets forth the ways and means by which his ideal school and ideal principal may be realized. The book is a real contribution.

NEXT, FOR THE serious study of our elementary conference, be they principals, subject supervisors, or both, what could be more timely than "Visiting the Teacher at Work," just off the Appleton Press. Two skilled supervisors of the Wisconsin State Department of Education and Dr. A. S. Barr of the State University have produced this volume, which is announced as the first in a special series on supervision and teaching, to be edited by Barr and W. H. Burton.

The book is rich in suggested procedures for visiting teachers at work, diagnosing difficulties and applying remedies. Every step is

*Johnson, Franklin W.: *Administration and Supervision of the High School*—Boston, Ginn & Co. 1925 pp. vii; 402.

illustrated by ample concrete material in the form of stenographic reports of lessons, supervisors notes, reports of interviews with teachers, etc. Principals especially will be interested in the case studies in the closing chapters. College instructors will find the book invaluable in connection with courses in supervision.*

WHAT SHALL our Research Group use? I would suggest that the teachers of special classes, who now study together in so many cities in an effort to find new procedures for their special tasks, turn aside for a few weeks from volumes on tests, measurements, statistics, etc., to consider a brief monograph by Professor W. C. Trow entitled "Scientific Method in Education."**

The author's purpose in preparing this little volume is "to clarify the thinking of students in regard to the relationship of science to education and to assist teachers and administrators to avoid being either wild eyed innovators or dyed-in-the-wool conservatives when they come to a consideration of the contributions of service to education" (p. 6). After a brief treatment of sorts of authority the author outlines scientific procedure: Problem solving, (chap. 3), instruments of precision (chap. 4) and shows how these affect educational science (chap. 5).

In view of the present attacks on scientific study a teacher could find no more profitable study than the brief treatments on, *The Hypothesis, The Theory and The Law* (pp. 47-57); *Rules of Scientific Thinking* (pp. 72-95). "Is Education a Science?" The author says:

"Just as the musician must know the laws and principles of music, and the painter those of color combination and design, and employ these, so too must the teacher know the principles of education, must have a knowledge of children and schools and processes gained from other than empirical sources. And to the extent that this thing called personality is operative, education is more than a pure science, more than an applied science. It is an art."

The plea, if such an unimpassioned treatment may be termed a plea, is for an understanding of science as *method* rather than as *subject matter* and the application of this method to school procedures. "When science is viewed as subject-matter, ideals and objectives cannot but be regarded as separate. Chemistry cannot be looked to to abolish war,

or psychology and economics to banish industrial discontent. But when science is viewed as a *method*, ideals and objectives become the direct outgrowth of its application. The cure for the deficiencies of science is more science." (p. 144).

* * *

FROM THIS MONOGRAPH our special group may profitably turn to "The Problem Child in School" which is Publication Number 4 of the Joint Committee on Preventing Delinquency.* Here we have an application of scientific procedure so successfully used in law, medicine and sociology—the case study. All teachers have met some of these problem children: Thelma Nielson, spoiled at home; Elsie Lamb, foundling, living in fear she would be turned out of house and home; Hugh Holden whose parents had no confidence in him; Mike Romano, whose father had "done everything but murder" him; Sarah Hart, unable to find at home satisfaction of legitimate adolescent longings—such are the samples of difficulties due to failure on the part of parents to understand children. There are also seven case studies in "Questions of Honesty" (chap. 4). Six other cases (chap. 2) are classified as developing inferiority complexes and four more (chap. 3) as "Diverse Issues."

Among the latter we find Jim Donohue, on whose case the author comments as follows:

"Dull boys, who are bored and restive when forced by a compulsory school law to spend their days in academic work, are to be found in the grammar grades of every city, town, and village in the country; they constitute one of the omnipresent problems of the public school. Jim Donohue is an interesting example of the type at its purest, free from the complications of any definite delinquent trend. The success achieved in transforming his attitude, in changing him from a trouble-maker into a useful member of the school community, shows that this trick can sometimes be turned even in a school of the most conventional type, if there is sufficient good-will, ingenuity, and willingness to experiment."

Every case represents the work of a visiting teacher in some of the thirty communities co-operating with the Joint Committee on Methods of Preventing Delinquency.

"The visiting teacher's services are devoted primarily to the needs of those individual children who present problems of scholarship or conduct of a baffling, erratic, troublesome, or suspicious nature, or who show signs of apparent neglect or other difficulties which

*The Problem Child in School. Narratives from Case Records of Visiting Teachers. Mary B. Sayles. With a Statement on the Purpose and Scope of Visiting Teacher Work, by Howard W. Nudd, 288 pages. \$1.00.

*Anderson, C. J., Barr, A. S. and Bush, Maybell G.: *Visiting the Teacher at Work*. New York, D. Appleton & Co., 1925, pp. xvii; 382.

**Trow, Wm. Clark: *Scientific Method in Education*; Riverside Educational Monographs; Boston, Houghton Mifflin Co., 1925 pp. xi; 159. Price \$1.20.

the regular staff of the school finds itself unable to understand or to deal with unaided."—Dr. H. W. Nudd—p. 257.

AND NOW COME those leaders in our secondary schools—the counsellors and directors in junior and senior high schools to whom the youth look for educational guidance and say, "What shall we study?" "The Self Directed School" by Harry Lloyd Miller and Richard T. Hargreaves.* These authors claim that "The production of a nation of inquiring minds, pre-occupied with the solution of problems and questions pertaining to human welfare, would be a world-shaking event." Moreover they attempt to show how it can be done. Chapter 2, entitled "Educating up to capacity" presents a method of requiring 100 per cent mastery of "contracts" designed for varying types of ability; for the authors manifest little sympathy with those exponents of classification who "seem to argue that it would be a good plan to put the nuts in one pile and the bolts in another." (p. 65).

The secondary curriculum would be organized within "six major fields": 1—science, 2—mathematics, 3—constructive arts, 4—English, 5—history, 6—foreign language (p. 174). In the junior high school the pupil should interest himself about equally in all of these six fields, but in the senior high school one-half his time should be given to two majors and the other half to the other four fields. (p. 210).

So much for the curriculum part of the school which the authors view "as the practicing-ground of democracy." "It is no longer an academic thing, but a vitalizing, organizing agency in which each oncoming generation must realize its initial experience in democracy. It is the only all-embracing institution which attempts to carry forward a deliberate program of democratization."

"The Part Must Yield to the Whole—The specialist who does not recognize the fact that the school comprises four major interests—athletics, group activities, social activities, and studies—is not qualified to live with youth and to write the program of its school life." (p. 317).

Much and vigorous dissent from the authors' view point regarding the curriculum, method, views on tests, etc., may be expected. Nevertheless the book is stimulating and will serve well for discussion groups of teachers and advanced students.

*Miller, H. L., Hargreaves, R. T., *The Self Directed School*. New York, Chas. Scribner Sons, 1925. pp vii; 412.

Nursery Rhymes a la Mode

Ruth Bartlett, Taft, California

LITTLE Jack Horner sat in a corner,
Writing an intelligence test.
He wrote the word "plum"
Under Dent's toothache gum
So they called his I. Q. the best.

* * *

LITTLE Boy Blue, you need a new horn;
Your cows are in swimming, your sheep
planting corn,
In such a case, pray, what would you do?
Sit down and cry, or play peek-a-boo?

* * *

HHEY, diddle, diddle, the cat and the fiddle,
The cow gave a test to the moon:
"The little dog laughed—is that true or
false?
Can a dish run away with a spoon?"

* * *

HUMPTY-DUMPTY sat on a wall,
And made a test to try out in the fall.
But all the poor dumb-bells who flunked out
before
Were ranked as "near-genius" according to
score.

* * *

SEE SAW, Marjorie Daw,
Here's a new test to master.
She shall have but a very low score
Because she can't write any faster.

* * *

LITTLE BO-PEEP has gone to sleep,
Leaving her test undone,
When she wakes she'll find the mistakes,
And her score will be "minus one."

* * *

ADILLAR, a dollar, a very poor scholar,
How did you fall so far?
You used to be in the genius group,
And now you're way below par.

* * *

OLD MOTHER HUBBARD kept in her cupboard
Some tests of poor Fido's I. Q.
When the bone was in sight
Fido tested all right.

Now does this method strike you?

* * *

MISTRESS MARY, quite contrary,
How is your I. Q. today?
They call her a moron,
But it's only the scoring,
Whatever psychologists may say.

CHILD MARRIAGES—By *Mary E. Richmond and Fred S. Hall*. 159 p. *Russell Sage Foundation*. 1925.

More than two-thirds of a million people living in America have been child brides or have been married to child brides. And by "child" bride is meant one who is less than sixteen years old. Only a small minority of such brides are foreign; most of them are native white Americans of native parentage.

The legal minimum marriageable age is still 12 years for girls and 14 years for boys, in 14 states in our "civilized" country—Kentucky, Louisiana, Virginia, Florida, Maine, Pennsylvania, Rhode Island, Tennessee, Colorado, Maryland, Idaho, Mississippi, New Jersey and New York.

Early marriages after maturity—this is, in the early twenties—are altogether desirable, declare the authors, while deploring the shocking and vicious prevalence of "child" marriages.

This careful and accurate monograph treats of—the marriageable age, married children, parental consent, and proof of age. It concludes with ten concrete suggestions for action, that should be studied and made locally effective by every P.-T. A., woman's club, and civic organization. America cannot hope to perpetuate her breed through child marriages. Hindustan has shown us the stupendous folly of this. Richmond and Hall supply the irrefutable facts.

* * *

THE GIFT OF BLACK FOLK—*The Negroes in the making of America* by *W. E. Burghardt Du Bois*. 349 p. *Stratford Company*.

Another praiseworthy and illuminating volume is added to the Knights of Columbus Racial Contribution Series. Du Bois is widely known as the author of "The Souls of Black Folks," "Dark Water," etc. He is the editor of the "Crisis" and is a Harvard doctor of philosophy. In the thought-provoking preface by Dr. Ed F. McSweeney it is pointed out that the contribution of the Negro to American nationality as slave, freedman and citizen was far from negligible. No element in American life has so subtly and yet clearly woven itself into the warp and woof of our thinking and acting as the American Negro. He came with the first explorers and helped in exploration. His labor was from the first, it is asserted, the foundation of the American prosperity and the cause of the rapid growth of the new world in economic and social importance. Modern democracy rests not simply on the striving white men in Europe and America but also on the persistent strug-

gle of the black men in America for two centuries. The military defense of this land has depended upon Negro soldiers, is the assertion, from the time of the Colonial wars down to the struggle of the World War. Not only does the Negro appear, reappear and persist in American literature but a Negro American literature has arisen of deep significance, and Negro folklore and music are claimed as among the choicest heritages of this land.

* * *

THE HALE LITERARY READERS—*Books One, Two and Three*. By *Edward Everett Hale*, professor of English, *Union College*. Illustrated with portraits by *Mary E. Schanck*, 244, 243, 244 pp. respectively. *The World Book Company*. 1925. 60 cents each.

Robert Louis Stevenson, in "A Gossip on Romance" remarks that "in anything fit to be called by the name of reading the process itself should be absorbing and voluptuous." This quality of enthrallment Edward Everett Hale, Jr., has woven into his series of school readers. In its standard of good taste, its wide appeal, its real charm of style, the Hale series is making an enviable record. In compact and inexpensive form is presented literature which is too often crowded out of the curriculum of the upper grammar grades and the junior high school. The Hale readers are essentially a revision of the "Hawthorne Readers" with extensive additions.

* * *

PRINCIPLES OF SECONDARY EDUCATION—*A textbook for students of education. Based upon writings of representative educators*. By *Willis L. Uhl*, 692 p. *Silver Burdett and Company*. 1925. \$3.00.

Professor Uhl, associate professor of education in the University of Wisconsin, has compiled the most helpful and pertinent articles on this subject which leading educators in this field have written in recent years.

"Principles of Secondary Education" makes four distinct contributions: (1) it presents an organized collection of superior readings in secondary education; (2) it presents comprehensive lists of principles of secondary education based upon the best writings of the present time; (3) it presents a sufficient variety of educational literature to enable teachers, if they choose, to approach each chapter through the problem method; and, (4) it presents supplementary discussions which are designed to guide students successfully through a large body of professional reading.

VOCATIONAL EDUCATION IN A DEMOCRACY—By Charles A. Prosser and Charles R. Allen. 580 p. *The Century Company*. 1925. \$2.75.

Vocational education in the United States is still in its infancy. It is growing so rapidly and is answering such an urgent need that already it is recognized as being a vitally important part of our educational system. In less than two decades it has developed from what was at first considered a visionary and even "radical" idea to an established public policy. In the last seven years Federally aided vocational schools have increased their total enrollment from 164,186 in 1918, to 652,994, in 1924. It is estimated that today more than four million persons in this country are taking some form of practical, commercial or vocational instruction.

For many years the authors of this volume have been closely associated in the work of vocational education. Circumstances have operated to give them an unusual opportunity for contact with the administrative and pedagogical problems which confront agricultural, home-making, and commercial schools and classes of almost every type, and a wide and extensive experience, almost unique in character, in the field of industrial and trade training. Connected at various times and in various capacities with public schools, with private schools, and with the training schemes of shops and factories, they have had an opportunity to see from a wide variety of angles the educational needs of the citizens of America; the relationship of vocational education to general education and of both to the stability, progress, and conservation of this democracy.

It stands as an authoritative handbook in an often-misunderstood and unsympathetically-viewed field. Prosser and Allen have accomplished a monumental treatise.

* * *

JINGLES—*A Reader for Beginners. Adapted by Alice Rose Power, principal of the Washington Irving School, San Francisco. Illustrated by Marie Schubert Rathbon.* 105 p. *Harr Wagner Publishing Company*. 1924. 52 cents.

A charming book for little folk—with brave colors, merry pictures, and big, easy type. Filled brim full of the rhymes and jingles that all children love.

DAVISON'S REVISED TEXTBOOKS ON HYGIENE—By Alvin Davison. **HEALTH LESSONS REVISED.** *Book 1, for grades 4*

and 5, 64 cents, Book 2, for grades 6 and 7, 84 cents, illustrated. HUMAN BODY AND HEALTH REVISED. Elementary book, grades 4 and 5, 76 cents. Intermediate book, grades 8 and 9, \$1.16. All illustrated. American Book Company. 1925.

These books have just been revised. Articles on food preservation, water filtration, food adulteration, ventilation, and patent medicines have been included. Pictures relating to distillation of alcoholic drinks have been expurgated, together with suggestive references to these illustrations. Health is the keynote of these two series. Emphasis is placed on the importance of proper treatment of the body. The harmful effects of alcohol and tobacco on mind and body are enumerated. Practical health problems are discussed with the view to training the pupil in regular habits and right living.

* * *

COLDS: CAUSE, TREATMENT, AND PREVENTION—By Russell L. Cecil, assistant professor of clinical medicine, Cornell University Medical College. 111 p. *il. D. Appleton and Company*. 1925. \$1.00.

"Colds" are among the most common ailments of school children, school teachers, and humanity in general. A cold is not only a troublesome ailment in itself, but its danger lies in the fact that it is so often the preface to graver diseases. Not only pneumonia and pleurisy, but meningitis, mastoiditis, infection of the sinuses, bronchitis, and asthma are usually traceable to preceding colds. Dr. Cecil in this book acquaints the layman with the cause, prevention, and treatment of the common cold. The treatments outlined are those which the author has found most efficacious and which are most easily applied by the layman.

The mechanism of the respiratory tract is fully explained and the predisposing and inciting causes of colds are thoroughly gone into. All forms of colds are treated of,—colds in the head, sore throat, laryngitis, cold in the chest, rose cold and hay fever, colds of childhood and colds of the aged. A chapter is devoted to grippe and influenza, one to misconceptions regarding colds, and another to complications of colds. The section on treatment of colds is immensely helpful, as is that on prevention of colds. The final chapter is devoted to pneumonia.

PAINTINGS OF MANY LANDS AND AGES—

An introduction to picture study and art appreciation. By Albert W. Heckman. 63 p. il., paper covers. The Art Extension Society. 415 Madison Avenue, New York City. 1925.

This excellent booklet is designed to accompany some 90 color reproductions of paintings selected by the Art Extension Society for study in the elementary grades and high schools. Emphasis is placed upon the way in which the artist, in achieving fine form in his pictures, has combined intelligent use of his medium with inspiration.

* * *

THE CHOICE OF A COLLEGE—By W. W.

Comfort, president of Haverford College. 60 p. The Macmillan Company. 1925.

This modest little brochure, reprint from the Ladies Home Journal for September, 1924, treats of the factors influencing decision as to college,—religious atmosphere, endowment, urbanity, size, co-education, location, etc.

* * *

AN UNUSUAL ARITHMETIC

FOUR UNIQUE BOOKS are the Jones second, third, fourth and fifth grade drill arithmetics, using self-correcting problems. The waste energy of copying problems is eliminated. The figures are placed so far apart that there is abundant room, not only for answer, but also to do the work.

The problems in these books are all so made that they are self-correcting. When a child works a problem correctly, a key or check appears in the answer. If this key does not appear, the pupil knows he has made a mistake. This must be corrected immediately, before the same error is repeated in another problem. The check, however, does not foretell the answers. The 45 addition combinations are in groups of four answers, so that the key appears only in correct answers, and is so simple that a second grade pupil can easily learn it. This same check is used for all the many thousands of problems in four fundamentals.

A fundamental principle in teaching arithmetic is to make sure that pupils do not say or repeat an incorrect answer to any combination. Jones self correcting problems put this principle into concrete form, so the pupils can apply it in their daily work. An error by repetition is fixed in the pupil's mind by the same mental process as a correct answer.

If a pupil in a lesson or a test misses 20 per cent of the problems, then one-fifth of his work is worse than wasted. To eliminate this

waste, and to cultivate the habit of accuracy, self-correcting problems have been devised. In an experimental school the principal and the inventor began giving a test in arithmetic in the usual way, by giving the class about six minutes to do as many problems as each pupil could do. After this the problems were corrected in the usual way and the number of problems tried and the number correct were noted. One boy had made and repeated the same error four times in the six minutes. Practically all of the pupils were making and repeating many errors. The average percentage of errors was large. Too much of the old-fashioned drill was a drill in error.

* * *

SANTA BARBARA COUNTY

SOME attractive pieces of printed matter, breathing the spirit of progressive education, have been issued recently by A. S. Pope, superintendent of schools, Santa Barbara County. The calendar for the school year 1925-26, printed in two colors, is excellent and might well be emulated by school superintendents elsewhere. For the help and guidance of first-grade teachers a brief outline of reading and phonics has been published. The manual and course of study for the elementary schools is a well-printed pamphlet of 96 pages, conveniently arranged for reading references. Of special note are the carefully prepared instructions to teachers, which occupy over six pages. The section upon "Training for Healthful Living" is also noteworthy.

* * *

SOME NEEDED RESEARCH

ETHEL I. SALISBURY, director of the Los Angeles Course of Study, in the Journal of Educational Method recently itemizes some needed researches in course-of-study making. She pleads for investigations that line up with the modern philosophy of education and sound methods, and for more research on the problems that make a difference when they are solved.

Nature study, she declares, is a subject with the greatest potentialities in the curriculum. Yet it is often taught without nature or without study, and is then a hopeless failure. She shows that nature study and reading must reinforce each other and so effect economy,—nature study furnishing the basic experiences necessary to justify the use of symbols in reading and content.

Reading, in turn, should save nature-study from being, as it now so often is, barren and uninforming.

As You See Yourself

(Continued from Page 530)

elements. The law of 1920 restricting the immigration each year to three per cent of the total number of nationals already resident in the United States, will do something towards keeping out lower elements, and the recent modifications of this restriction will strengthen its usefulness. But the trouble is that this precaution will act more on the side of quantity than of quality. Already there have been unofficial suggestions that an army intelligence test might well be applied by the United States consular authorities in Europe, before any one should be allowed to ship for America. The plan is regarded as at present impracticable, but there is nothing to hinder its adoption as the methods of testing become more and more developed, and their results more and more reliable.

Poor Assimilation

But what is really worrying you lies in the home conditions, with which it is less easy to deal. It is obvious that already within the republic there is a vast leaven that sooner or later will affect the whole lump. "A hundred per cent American" is a phrase that is popular among you, its very popularity emphasizing the danger of the situation. It is realized by a widening circle that within your 48 states there is a great body of as yet unassimilated human material. The word Americanization signifies a process, and that process is in active operation. It does not, indeed, go on rapidly enough to satisfy the nation, but if speed were all, that could be put right. Everything would come out satisfactorily in the long run.

The trouble is that by its very nature Americanization must tend to a lowering of the national intelligence, if, as appears to be recognized, the newer elements that have to undergo that process are inherently inferior to the native product. It is generally admitted that in the process of assimilation between a higher and a lower body of human beings, the resultant is a compromise between the two grades, the whole group after assimilation being a little lower than the higher element and a little higher than the lower. If we had to deal only with the present fairly homogeneous native-born elements, and the comparatively small immigrant groups of a lower intellectual standard recently introduced, there would be no great cause for anxiety. Even if the objectionable European introductions of late did involve a certain lowering of the intellectual

standard of the nation, the amount of that lowering would be trifling, and in view of the exceptionally high standing of the nation as a whole, it might fairly be treated as negligible.

The Color-Belt

BUT THERE IS that great anxiety for you Americans, the color-belt. Like most Britons I had regarded this matter as important for Americans, but one that is not in any way immediate. Somehow it did not seem to come into the region of practical politics. In particular, it did not seem to enter into the problem of assimilation. We have the impression that the colored folk will always remain segregated, a group by themselves, important, no doubt, and of increasing voting power and political importance, but still always a people apart. Your writers now appear to be considering the problem as having a more practical bearing on race development. It may be that the study of ethnology instills a technical outlook that interferes with the perspective of every-day life. Accustomed to deal with vast stretches of time the newer ethnologists are apt to regard as within the purview of the practical man problems that will find their solution only in a future so remote as not to interest even the most nervous of our present day readers.

Multiplying Mulattoes

I wonder, for example, whether Dr. Carl Brigham in his "A Study in American Intelligence" is near enough to the problems of today to deserve consideration from non-theoretical people, when he deals with the assimilation of the negroes in the body of American citizens.

The figures he quotes certainly do seem to bring the matter within the realm of the practical politics of the not too remote future. The proportion of mulattoes to blacks in 1850 was 136:1000. Twenty years later it was the same. In 1890 it had risen to 179, and in 1910 the ratio was 264:1000.

To be sure there are certain comforting considerations. The rate of increase of the negro population in the states since 1800 has decreased rather steadily from about 30 per cent to about 11 per cent. Further, the negroes make up now only 10 per cent of the total population, whereas at the end of the eighteenth and in the early part of the nineteenth century they made up between 18 and 19 per cent.

Still, in absolute numbers, at the earlier period there were only approximately one million negroes, and now there are about ten millions.

That there is here a problem of the first importance, no sensible person will deny, but so far as the deterioration of the race is concerned, there does not seem to be much need for immediate alarm. As you Americans say, it is a family affair, and therefore, no special concern to outsiders, but in so far as it is a matter of general interest, I may perhaps be permitted to say that at least one observer, with excellent opportunities for coming to a just conclusion, finds no traces of a falling-off in American intelligence.

If anyone is tempted by the work of Dr. Brigham and his fellows to think that the people of the United States are on the downgrade intellectually and therefore, suitable subjects for easy bargaining, he will be well advised to wait till the decaying process has gone on for a millenium or two, before he sets about taking advantage of it.

THE NEW NATIONAL COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

J. B. EDMONSON

*Professor of Secondary Education and
Inspector of High Schools,
University of Michigan*

AS A RESULT of the determination of Dr. John J. Tigert, U. S. Commissioner of Education, to increase the services of his bureau in the field of research in secondary education, the National Committee on Research in Secondary Education was created last June. At a meeting called in Washington, D. C., there convened representatives of national and regional organizations in the field of secondary education, as follows:

National Society of College Teachers of Education—represented by A. J. Jones, University of Pennsylvania.

National Association of Secondary Education Principals—William E. Wetzel, Trenton, New Jersey.

United States Bureau of Education.—John J. Tigert and E. E. Windes.

The Association of Colleges and Secondary Schools of the Southern States.—W. R. Smithy, University of Virginia.

North Central Association of Colleges and Secondary Schools.—J. B. Edmonson, University of Michigan.

National Association of High School Inspectors and Supervisors.—J. C. Hanna, State Department of Public Instruction, Illinois.

National Association of College Registrars.—R. M. Dempster, John Hopkins University.

Educational Research Association.—E. J. Ashbaugh, Ohio State University.

Research Division of the National Educational Association.—J. K. Norton.

California Society for the Study of Secondary Education.—Mr. Horace M. Rebok.

In addition to the members representing organizations, the committee elected a limited

number of members at large. These members at large included the following: C. M. Ferriss, Cornell University; W. B. Bliss, Ohio State Department of Education; George S. Counts, Yale; Thomas Briggs, Columbia University; James M. Glass, Pennsylvania State Department of Public Instruction; W. C. Reavis, University of Chicago; Joseph Roemer, University of Florida; J. B. Davis, Boston University, and L. V. Koos, University of Minnesota.

The committee will meet annually for election of officers, to review the work of the year, and to formulate plans for future work. Its meeting will be held at the time of the mid-winter convention of the N. E. A. Department of Superintendence.

The committee organized for its first year of work with the following officers: Chairman, J. B. Edmonson, University of Michigan; vice-chairman, W. R. Smithy, University of Virginia; secretary, E. E. Windes, Federal Bureau of Education.

The purposes of the committee, as defined in its constitution, are:

1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.
2. To initiate investigations bearing upon secondary school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To coordinate research activities carried on by agencies interested in secondary education.
5. To act as a clearing house of information and results pertaining to research in secondary education.

In an effort to carry out the foregoing purposes, the committee proposes to engage in the following activities:

1. To offer suggestions and outline desirable procedure research.
2. To collect and file data valuable to those interested.
3. To propose problems for investigations.
4. To publish the results of investigations.
5. To furnish those interested with bibliographies and other information relative to completed and current studies.
6. To furnish clerical and statistical assistance for research enterprises.
7. To promote and hold conferences on secondary school problems.
8. To secure representation at important secondary school conferences.

THE NATIONAL COMMITTEE will carry on its work through sub-committees. Committees have already been created on junior high schools, senior high schools, large high schools, and on Procedure in Research in Secondary Education. The direction of the work of the national committee of twenty-five will be in the hand of the executive committee, consisting of the officers of the national committee and the chairmen of the sub-committees.

Hitting the bull's eye in teaching school music



What is your target? Technique—drill—dry drudgery? or joy—happiness—and cultural enrichment for life through the use of the *real music* itself? A recent article, describing the music in a little city of five thousand where they have a Supervisor, one Assistant, five teachers of orchestral instruments, and all grade teachers teaching in their respective rooms, says: "The whole music course is based on this principle: 'Music for music's sake. The aim, then, is to create a love for and an appreciation of good music.'" All of the best of the world's music is recorded and preserved on incomparable Victor Records.



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NOTES AND COMMENT

OCTOBER DATES


- 5-10-12th National Recreation Congress, Ashville, N. C. Thomas E. Rivers, Secy., 315 Fourth Avenue, New York City.
- 10-Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.
- 12-California City and County Superintendents, Pasadena.
- 14-17-National League of Compulsory Education Officials, Duluth, Minn. James R. Cannon, Providence, R. I.
- 19-23-California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento.
- 22-24-Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building.
- 26-28-National Conference of Parenthood, Hotel Waldorf, New York. Auspices, Child Study Association of America.
- 28-31-Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup.
- 29-30-All-State Vocational Conference, Chicago. Adah Hess, Secretary, Board for Vocational Education, Springfield, Ill.
- 29-30-31-Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena. S. R. Logan, President, Hardin.

MANY NEW WORDS have appeared and assumed their legitimate place in the English language in recent years, so it behooves the up-to-date teacher to consult the copyright notice in the dictionary before exploring the book for the latest designs in words. Radio has contributed broadcast, business has trade acceptance, vitamin is becoming familiar—though generally mispronounced—and the educational world has brought in and adopted junior college. These are only a few of the “new generation” of words, according to G. & C. Merriam Company, in their announcement of Webster's New International Dictionary. Their “Helps in Teaching the Dictionary” will be sent free to teachers on request.

THE FIRST APPORTIONMENT OF California state school funds for the fiscal year ending June 30, 1926 has been announced by State Superintendent Will C. Wood in a recent bulletin. The apportionment to elementary and high schools and to junior colleges are given in detail by geographical districts and counties. This bulletin will be of value to all who are interested in California school finance.

* * *

THE CALIFORNIA SCHOLARSHIP Federation will hold its fifth annual meeting on Saturday, October 17, in room 528, Y.M.C.A. Building, 715 South Hope Street, Los Angeles. Each member school may send several faculty delegates, but no school is entitled to more than one vote. Non-member schools are invited to send visiting, non-voting delegates. There are now 113 California high schools affiliated in the Federation.



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THE CHILD HEALTH DEMONSTRATION at Mansfield, Ohio, recently celebrated the end of its third year of operation. The movement has made available to every prospective mother in the county the best kind of prenatal service, conducted in cooperation with the practicing physician. The number of prenatal cases increased from 180 in 1922, the first year of the demonstration, to 482 cases in 1924. It is certain that a large percentage of deaths among mothers and infants can be prevented by such care. Adequate, skilful obstetrical care has been assured for rich and poor alike, through the family doctor, aided by the public health nurse. Infant welfare stations have provided careful physical examination of the babies (252 last year), and dietary and other hygienic instruction to the mothers. The important pre-school age has received attention, nearly 1,600 children of this age period having been cared for.

The physical examination of 5,000 school children, with the detection and correction of physical defects, has been made possible by the cooperation of physicians and dentists.

* * *

THE BULLETIN OF THE NATIONAL COUNCIL FOR THE PREVENTION OF WAR may be obtained by addressing the western office, 449 Phelan Building, San Francisco. The National Council has as its platform the following planks: world organization; world-wide reduction of armaments by international agreement; world-wide education for peace. The National Council is working along the same lines that are being represented educationally at the World Convention of school people in Edinburgh, Scotland, this summer. Every teacher of history, civics or other social sciences should become acquainted with the program and publications of this National Council.

* * *

CHARLES J. FINGER has received the Newbery Medal for his book "Tales from Silver Lands." This medal is awarded each year by vote of the Children's Librarians' Section of the American Library Association for the most distinguished contribution to literature for children from the pen of an American writer. The award is a strong factor in increasing public interest in children's reading. The first award was given to Hendrik Willem Van Loon, author of "The Story of Mankind," in 1922. The medal was given to Hugh Lofting, author of the "Doctor Dolittle" books, in 1923, and to Charles Boardman Hawes, author of "The Dark

Frigate," in 1924. Frederick G. Melcher, the donor of the medal, conceived the idea and provides the medal for the annual award. The design was made by the young American sculptor Rene Chambellan. The award is restricted to new books published within the previous calendar year and to books of American authorship. The name of the medal perpetuates the memory of John Newbery of London, the eighteenth century bookseller who first thought of publishing books for children.

* * *

THE SALARY OF City Superintendent, Paul E. Stewart of Santa Barbara has been advanced from \$5,000 to \$7,200 and he has been granted a new four-year contract effective July 10th last. Homer Martin, principal of the high school, was advanced from \$4,500 to \$4,800. Elden Ford, assistant superintendent, was advanced from \$3,300 to \$3,800.

* * *

RECENTLY FROM FRESNO public schools have come two excellent and helpful bulletins that will be of interest to school people throughout the West. One gives the rules and regulations of the City Board of Education, fully revised and brought up to date. These provisions represent the best modern thought and study in the field of city school administration, and will be studied with keen interest by superintendents and others. The other, a course of study for kindergartens, is a thoroughly modern and progressive curriculum prepared by a committee of local experts in this field. Such brochures are a credit to the schools whence they come.

* * *

MRS. SUSAN M. DORSEY, superintendent of Los Angeles city schools was given notable recommendation in a recent issue of "Saturday Night"—the famous Los Angeles Weekly (vol. V, no. 31). A full page, with a fine picture, full of dignity and charm, is devoted to an account of her life and work. "She is more than a mother of children, more than master of subjects, more than an administrator. Behind unusual intelligence, remarkable detailed knowledge of the school system, and a clear-headed notion of what education is trying to accomplish, there is that which disclosed how she has lived that others might know, has experienced that others might be benefited, and dreamed that others might possess the best in life."

A New Carpenter Book
THE FOODS WE EAT

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181 Pages

Price 72 cents

THIS NEW BOOK is similar in size and style to this author's popular "Around the World with the Children." It is the first of a new series entitled Carpenter's "Journey Club Travels." It will prove specially attractive and useful in fourth and fifth grades.

"The Foods We Eat" presents six healthy, attractive American youngsters on trips to all parts of the United States and to many far-away lands. The stories of the production of the various foods are told by different members of the Travel Club. Each subject is presented as an adventure rather than as a lesson.

Of special interest to California children is the chapter on "Travels in a Fruit State." It pleases our children to see how California is helping feed people everywhere.

Like all the Carpenter books, "The Foods We Eat" is illustrated beautifully and written entertainingly. A new Carpenter book is always an event educationally. This new book fully sustains the high level of the volumes that have preceded it.

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THE NATIONAL COMMITTEE for Mental Hygiene is carrying on a great work with which every teacher and worker in general should be well informed. The offices of the committee are at 370 7th Avenue, New York City; Mr. Clifford W. Beers is Secretary. The objects of the committee are: (1) To bring the good news of prevention into every American home. (2) To extend the knowledge of modern treatment to every American community. (3) To secure wise, humane and constructive legislation for the proper care of the poor who are mentally sick. Dr. Livingston Farrand, President of Cornell University has said, "I have long felt that one of the most important phases of the present great movement in the direction of preventive medicine, and at the same time one of the most neglected, is that of mental hygiene." The committee has prepared for general distribution the following booklets which may be obtained upon request: For parents—1. Preventable Forms of Mental Disease and How to Prevent Them. 2. Nervousness; Its Cause and Prevention. 3. Mental Pitfalls of Adolescence. 4. Habit Training for Children. 5. Mental Hygiene for Children. For Teachers—1. A Mental Health Primer. 2. Mental Hygiene and the College Student. 3. Some Adaptive Difficulties Found in School Children. 4. Mental Hygiene Problems of Normal Adolescence. 5. Suggestions for Reading in Mental Hygiene. For adults in general—1. Anxiety and Fears. 2. What Is a Nervous Breakdown? 3. Community Responsibility in Mental Hygiene. 4. How to Avoid Spoiling the Child. 5. Individual Variations in Mental Equipment.

* * *

THE INQUIRY is a new journal issued by a group of progressive workers in the field of social relations. The place of publication is 129 East 52nd Street, New York City. It concerns itself particularly with the new discussion technique, by means of which constructive programs for social action are developed. Recent issues contain articles, for example, dealing with the Vassar plan, workers' education, the worker and his job, and race relations. The Inquiry will be of interest to high school teachers in the social sciences because of its suggestive and illuminating material in the field of discussion methods. It will also be helpful to all teachers who are interested in the social relations which exist between the school and the community and in the community itself.

THE SAN FRANCISCO GRADE TEACHERS ASSOCIATION has passed resolutions,—(1) favoring cumulative sick leave; (2) endorsing congressional legislation for a national department of education; (3) favoring sabbatical leave; (4) opposing the caricature and ridiculing of the teaching profession; (5) commending the single salary schedule; (6) emphasizing the importance of placing a class-room teacher on the general program of the California State Teachers' Conventions.

* * *

RATING TRAIT CHARACTERISTICS is the theme of a suggestive paper by W. Hardin Hughes, Director of Research and Guidance, Pasadena City Schools, in a recent issue of the Journal of Educational Method. He enumerates seven values which are derived from organized rating of student trait characteristics.

1. A better understanding of the individual student.
2. A modification of school and classroom procedures.
3. A more scientific counseling of students.
4. A turning of the student's attention to the importance of developing proper habits and aptitudes.
5. Greater justice to the backward.
6. Greater justice, too, to the student of superior ability.
7. Understanding and approval on the part of the community.

If such human qualities as trustworthiness, regularity, quickness of thought, co-operation, accuracy, etc., are important for success, schools must plan just as definitely for developing them as for giving information.

* * *

ONE OF THE TEN N. E. A. LIFE-MEMBERSHIPS recently awarded by Collier's National Weekly to the teachers of America for essays on the best method of teaching the Moral Code for school children has just been received by Mrs. Hannah M. C. Ebert, elementary teacher of San Diego County, California.

This essay described a method actually developed and used by Mrs. Ebert in teaching a similar code which has been a part of the course of study of the San Diego County Schools since 1919 and incorporated into it mainly at the suggestion of Miss Ada York, the present County Superintendent of Schools. Mrs. Ebert has done a distinguished work in progressive education.

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CANBY AND OPDYCKE: Good English

Book I —The Mechanics of Composition—Grades 9-10

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A complete course that will help students feel the need for good expression and lead them to acquire it.

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A compilation designed to assist pupils to attain:

A wide familiarity with literature of high quality, a broadening of interests and enrichment of experience through reading, a cultivation of superior tastes and standards of literary judgment.

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AND OF COURSE WE HAVE ALL KINDS OF REGULAR NEW SCHOOL FURNITURE.



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AT FRESNO, contract was amended on July 24, for construction of the first unit of the T. L. Heaton Elementary School. When completed the building will occupy three wings, the first or east wing, to cost \$60,820.00. Mr. Thomas L. Heaton, after whom the structure is named, will be remembered as a former superintendent of the Fresno schools.

* * *

A CONFERENCE ON PARENTS AND CHILDREN, to which teachers will be asked to contribute, will be held in New York City, October 26-28, under the auspices of the Child Study Association of America, Inc., formerly the Federation for Child Study. Not only the difficulties and problems of parents, but the family as it exists today, the community surrounding the family, leisure and how to teach children its use and other topics will be discussed. Day-dreams and personality traits of children will come in for consideration. It is the belief of the Association that parents will derive great benefit from the sessions. Dr. Bernard Glueck, psychiatrist; Dean Russell, Teachers' College, New York City; Helen T. Woolley, assistant director of the Merrill-Palmer School, Detroit; Miriam Van Waters, author of "Youth in Conflict"; Dr. Beatrice

Hinkle, author of "The Re-creating of the Individual", and others will speak. The public is invited. Additional information may be secured from Mrs. Sidonie M. Gruenberg, Director of the Child Study Association of America, Inc., 509 West 121st Street, New York, N. Y.

* * *

THE COMPARATIVELY BRIEF HISTORY of the Sacramento Junior College is gratifying to its friends and patrons, for its record has been one of continuous and noteworthy growth. The first class was graduated from it in 1918, and consisted of six members. Then came the Great War, calling our young men to their country's aid. Work in the college was suspended, the next class graduating its five students in 1922. Since then, with J. B. Lillard as president and Miss B. Cooledge as dean, the growth has been constant; 22 pupils graduating in 1923, 40 in 1924, and 55 in 1925. During the year 1924-25 regular students of the college numbered 394, special students 398, a total of 792. This is a remarkable record for an educational institution that was born scarcely five years ago. Next year the college will be located in the new and handsome home now being constructed for it at a first cost of nearly \$600,000.

SPENCER NEW UNIVERSAL BINOCULAR MICROSCOPE

UNIVERSAL: Combines in one instrument the advantages of the GREENOUGH binocular and the STEREOSCOPIC MAGNIFIER with wide field and long working distance.

A NEW OPTICAL ARRANGEMENT by which the objectives converge at a greater angle than the eye-pieces, results in perfect perspective combined with complete relief from eyestrain.

WIDE APPLICATION: The binocular body is attachable to a variety of stands to serve every conceivable purpose, a large anatomical stand being one.

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P. T. A.

(Continued from Page 545)

give them in the grades such a high social standard that high school and college will have no fears for the parents and nothing but joy for the children. (6) Co-operation with the regular social service agencies in the community. (7) A wider use among parent-teacher association members of the valuable educational and child psychology literature which is so abundant today.

The time has come when members of parent-teacher associations must study more carefully and intensively the natural problems that face them as parents of their own children. Many problems, understood before they arise, never become really troublesome at all. If ignored however, until they are real problems, they overpower parents and teachers alike and the mischief is done. We feel that if parent-teacher associations develop in their interest in the above mentioned lines, this very interest will have a decided tendency to broaden the outlook of the individual members and thus the home will be the better-equipped to play its necessary part in education.

* * *

State News Notes

MRS. GEORGE WALE
San Francisco

THAT ADEQUATE LAWS are urgently needed, which will reflect the nausea of the California Congress of Parents and Teachers and make it a misdemeanor to publish and sell magazines pandering to perverts and those of obscene tastes, was the view expressed at an all-day P. T. A. session in Sacramento. Reading matter so vile that it cannot be sent through the mails, it was declared, is swamping California.

At the luncheon hour the members of the State board enjoyed the hospitality of the Sacramento Federation of Parents and Teachers, with 250 guests. Those honored were representative women from many different sections of the State. Among those introduced by Mrs. Bradford were two chairmen of the National Congress of Parents and Teachers—Mrs. J. W. Bingham of Palo Alto, national chairman of extension of parent-teacher associations in colleges, and Mrs. E. R. Crum of Berkeley, national chairman of home-reading circles.

For Teachers Only

Special Introductory Offer

THE only self-filling fountain pen of its kind in the world—the Postal Reservoir Pen—sold only direct from manufacturer to users, through the mails. See actual size illustration of large clip model at right. Also made in smaller size with ring.

A teacher knows better than anyone else how seriously a "part time" pen can frazzle nerves.

But imagine owning a beautiful, permanently efficient, self-filling fountain pen that is transparent—you can always see exactly how much ink you've got. Can't run unexpectedly dry. The Postal Reservoir Pen is not only transparent; it is unbreakable; it holds four times more ink than other self-filling pens; it has the smoothest writing point you ever saw (big, solid, 14 karat gold, tipped with finest iridium). It is the simplest, easiest, and safest pen in the world to fill. It has no spring, valve or pump—nothing to get out of order.

Why We Make This Special Offer To Teachers

The regular manufacturer's price on the Postal Reservoir Pen is \$2.50—the best fountain pen value on the market today. Absolutely guaranteed equal in quality to any pen selling in stores for \$7.00, \$8.75 or more. We manufacture these pens ourselves, from the finest materials made. Only by selling direct and eliminating all in-between profits can we give so much quality at such a low price as \$2.50.

But while this special offer to teachers lasts we will deduct 50 cents from this price in exchange for the coupon below! Because we want every teacher to own one of these wonderful pens. We know it will live up to our claims for it. We know that teachers will tell others about this pen—evolved after years of experiment by the engineers and executives of a well-known company manufacturing and selling high priced and nationally advertised fountain pens. Never before have so many improvements been combined in any fountain pen.

How You Can Get a Postal Reservoir Pen FREE

When you get your Postal Fountain Pen you will also receive five coupon cards. Each of these is worth 50 cents on purchase price of a new Postal Reservoir Pen. You can sell these cards for 50 cents each and retain the money received for them.

Postal

RESERVOIR PEN

SEND NO MONEY

Sign the coupon below and mail it NOW while this remarkable introductory offer lasts. You don't have to pay the \$2.00 until the Postman delivers your pen. And then, if you are not convinced after five full days' trial that this is the best fountain pen you ever held in your hand, return it and we will refund your money in full! We will even refund the money you've spent on postage!

Only a product of proved superiority could be offered on such terms as that! But don't delay. This offer is temporary. Mail coupon today.

FIFTY CENT COUPON

Postal Pen Co., Inc.,
25 West 3rd Street, New York City

In accordance with special offer, send large Postal Reservoir Pen to address below. This coupon represents 50 cents of purchase price and I will pay the remaining \$2.00 to Postman on delivery of pen. If after five days' use I desire to return the pen, you agree to refund my money, plus postage.

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Street.....

City..... State.....



DENNIS J. SULLIVAN passed away on June 26th at his home in San Francisco. His death takes another educational pioneer of California off this earthly stage. Mr. Sullivan was born in New York in 1854, and came to California in his early twenties. He entered school work, and gradually rose to the city superintendency of Alameda, which position he filled with signal ability from about 1885 until 1900. He then served for three years as deputy superintendent in San Francisco, resigning that position to enter the employ of the American Book Company in 1903. He continued in this service the rest of his life. Mr. Sullivan was a kindly, courteous gentleman of the old school. He had many friends, because he always had a kind word for every one, and was always happy to render every possible service. He played the game of life squarely and cheerfully. His many friends will mourn his passing.

THE GEOGRAPHIC NEWS BULLETINS are the National Geographic Society's contribution to public school education; teachers pay only the cost of mailing. The society prepares and prints them. The National Geographic Society requests teachers who plan to use the Geographic News Bulletins during the 1925-26 school year, to send their applications early in the school year.

Prompt requests enable teachers to receive all issues of the Geographic News Bulletins weekly from September to May.

The Geographic News Bulletins are one of the society's contributions to education and only teachers may receive them. The thirty issues during the school year are illustrated and give the geography of places and products. Applications for the Geographic News Bulletins should be accompanied by twenty-five cents to cover cost of mailing.

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for Schools, Churches, are listed in our good Free Catalog J-10 of Plays, Operettas, Action and Stunt Songs, Minstrelsy, Monologs, etc., for all Special Days.

Get Games and Fun for Everyone, 75 cts.
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**ELDRIDGE
ENTERTAINMENT HOUSE**

FRANKLIN OHIO DENVER COLORADO

THE GLENDALE CITY SCHOOLS have recently issued an interesting annual report. Mr. Richardson D. White, Superintendent calls attention to the increase of average daily attendance of 7.3% and states that it has been necessary to maintain 22 rooms on the one-half day session basis. Of course, this is deplorable and unfair to the children. The record shows 1865 children seriously under weight. Glendale is taking active interest in the welfare of her children and the improvement of the schools.

PRUDENT AND FAR-SIGHTED school people plan early in the year for the diplomas for their graduating classes. During recent years there have been many noteworthy improvements in the quality, appearance, and covers of diplomas. Of the various companies that manufacture diplomas, the T. V. Allen Company with which the well-known Pacific Engraving Company is consolidated, has a distinguished record. These combined companies with headquarters at 810 Maple Avenue, Los Angeles, are manufacturing stationers, engravers and printers. Their diplomas are of special merit.

TWO PAMPHLETS recently issued from the office of the Alameda County superintendent of schools, will be of distinct interest to county school administrators and school people in general throughout the state. The Course of Study is a well-printed book of 142 pages. Of special note is the section giving the local history, geography, and civics of Alameda County. The rules and regulations of the county board of education are published in a 24-page booklet. In the concluding statement, County Superintendent David E. Martin points out that the overhead for the conduct of education in Alameda County was less than eighteen hundredths of one per cent; this upon an expenditure of nine and one-half millions. Few, indeed, are the business enterprises that can show such a low overhead. Perhaps it will be discovered, as time goes on, that school people are the best business people in the world.

TWO NEW POSITIONS have been created for the present school year in the Pasadena city schools. These are,—director of music, to which Mr. John Henry Lyons has been elected; and director of art, to which Miss Fannie M. Kerns has been elected.

Trial Procedure

(Continued from Page 541)

(i) When the evidence is concluded, unless the case is submitted on either side or on both sides without argument, complainant or his counsel and defendant or his counsel may argue the case, complainant or his counsel opening the argument and having the right to close.

(j) After the close of the argument the board shall, in open or executive session as it shall determine, consider the case and render decision which shall be announced in open session.

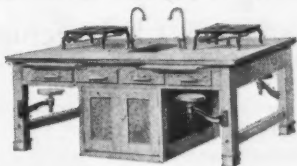
(k) In case the board shall decide to revoke or suspend any credential the executive secretary shall, within two weeks thereafter notify the party whose credential is revoked or suspended addressing the notice by registered mail to the last known place of address, and shall also notify all county superintendents and county boards of education of such action.

(l) In all cases where the holder of a state credential has been convicted of a felony, the board may revoke such credential upon filing a record of conviction.

(m) In all cases where charges have been referred to a county board of education for hearing and report, the county board of education shall proceed to hearing expeditiously and as provided by law and shall report its progress in the hearing of such charges, within sixty days thereafter. In case it cannot complete the hearing within said period of sixty days, it shall notify the state board, stating the reasons for delay. No delay beyond sixty days should be allowed except for good and sufficient reasons, inasmuch as the accused is entitled to a speedy and public hearing in accordance with the provisions of the law."

* * *

THE WAY IN WHICH TEACHER'S SALARY is computed is well stated in a recent Berkeley Public Schools Bulletin. Although the salary which a teacher is paid comes to him in 12 payments distributed through 12 months of the year, this salary is paid for service. The amount of salary that a teacher has earned during any 12 months period between July 1 and the next June 30th may be determined by him by noting the proportion which the days he has taught on any date bears to 200 days, which is the number of days service which the salary assigned contemplates shall be rendered. It will be apparent that at the end of the first day of school the amount actually due the teacher from the Board of Education at the end of this day is $\frac{1}{200}$ of this annual salary. The fact is, of course, that by the end of that first day he has drawn $\frac{1}{12}$ of the annual salary. On September first the teacher will draw a second warrant, although by that date he will have taught actually but 16 days for this service there is actually due but $\frac{16}{200}$ of the total annual salary.



Domestic Science Group Table No. 1611. Pupils work in groups of four, permitting the use of "family size" quantities of food.

All the Laboratory Furniture in the new Point Loma High School at San Diego is to be

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Used also in many other California schools, as well as throughout the United States.

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New Professional Books

The Materials of Reading—Uhl.

A comprehensive summary of all recent investigations in regard to children's reading, which aims to facilitate the selection and organization of courses of study in reading and literature.

Principles of Secondary Education—Uhl.

A compilation of the most helpful and pertinent articles on this subject which leading educators in this field have written in recent years. Much of this literature has previously appeared in educational magazines only.

Modern Methods in Teaching—Wilson, Kyte, and Lull.

Provides the teacher with a definite, working, modern philosophy of education, discusses the larger problems which confront the classroom teacher, and likewise deals with the more or less mechanical phases of teaching.

Listening Lessons in Music—Fryberger.

The long-awaited revision and amplification of the first text on this subject which has consistently maintained its place in the affections of every teacher because of definite pedagogy, superior lesson plans, inspirational presentation and comprehensive content.

Silver, Burdett and Company

New York Newark Boston Chicago
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Vitalizing Health Education In the Logan, Utah, Schools

ORSON RYAN

Superintendent City Schools, Logan

HEALTH Education in Logan, Utah, occupies first place not only in theory, song, and story, but in actual doing. Within recent months all the children of the Logan schools participated in a unique Cross-Country Run. The rules and conditions of the run are as follows:

Rules and Regulations for Scout-Page Race

This is to be a contest between schools of the city. The school averaging the most miles per pupil enrolled for the week will be the winner. A child can not count more than one mile per day.

The object of the race is to improve the children's health.

All records must be made before breakfast.

Scout Pace

Run 50 steps, walk 50 steps—repeat.

The aim is for each child and each teacher to run one mile per day if his health will permit.

One mile is interpreted as being two times around a city block. Each child who rounds a block twice will record one mile for his school. Those rounding a block once will record $\frac{1}{2}$ mile for their schools. Those children capable of doing two sides of a block will record $\frac{3}{4}$ mile for their school. Children with deformities, ill health, etc., may be taken the distance for a record, by a fellow pupil or teacher, in a wheelbarrow, wagon, or on a bicycle.

A 5,000-Mile Run

The results of this novel health-activity race, as shown by the following tabulation, are both gratifying and startling:

School	Enrollment	Total miles run	Average distance each child ran during the week
Benson School.....	247	1331	5.196 miles
Ellis School.....	95	483	4.944 miles
Whittier School.....	249	1167	4.686 miles
Webster School.....	120	496 $\frac{1}{2}$	4.134 miles
Woodruff School....	547	1917	3.504 miles
Total.....	1258	5396	4.493 miles

The fact that 1258 children ran a total distance of 5396 miles during the week is a record. This novel run met with such hearty approval of teachers children and parents that it has been made an annual event.

The announcement of prizes of \$1,200 in a world hero prize competition open to the school pupils of the world was made at the Edinburgh Conference of the World Federation of Education Associations. The heroes are to be determined by vote of the schools of the world "due consideration being given to nobility of character, fearless and self-sacrificing devotion to a great cause and constructive work for humanity of a permanent character." Each school is entitled to submit through its principal one list of 12 names. The 12 names submitted by the greatest number of schools will constitute the final list. Each school may send with the list one essay on each of its chosen heroes written by a pupil of the school. The 12 prizes of \$100 each will be awarded for the best essay on each of the 12 heroes chosen as above. The competition is to end May 18, World Goodwill Day, 1926. The essays must be brief, making a case for each hero in not over 200 words. Dr. Augustus O. Thomas, Augusta, Maine, will act as chairman of the committee of award.

Many California schools will be represented in this great international contest.

* * *

Optometry is a new and scientific profession developed from an old and honorable business. The Worshipful Company of Spectacle Makers of London, doubtless the oldest guild of opticians in existence, has for its motto: "A Blessing to the Aged." At the time of its organization the idea of any other visual deficiency than that arising from old age had not yet been born.

Los Angeles has for twenty-one years been a center of optometric learning. In 1924 the Los Angeles School of Optometry was founded. It is fully equipped to carry through every part of a thorough ocular examination, from making the various tests to manufacturing and fitting the finished spectacles.

College entrance requirements are demanded of all matriculants. The course in the Los Angeles School is completed in two years. The addition of cultural subjects not directly related to the practice of optometry necessitated four years for completion of the course of Optometry given in the Physics Department of the University of California at Berkeley. Anyone interested in optometry, desiring fuller information can obtain, for the asking, a copy of the bulletin issued by the Los Angeles School of Optometry.

Educational Directory

(Continued from Page 547)

- Sacramento Junior College—Jeremiah B. Lillard, president.
 San Mateo Junior College—W. L. Glascock, principal.
 Santa Ana Junior College—D. K. Hammond, principal.
 Santa Barbara Junior College—William Ashworth, principal.
 Santa Maria Junior College—A. A. Bowhay, Jr., principal.
 Santa Rosa Junior College—Gardiner W. Spring, principal.
 Taft Union Junior College—J. T. McRuer, principal.

* * *

THE BRET HARTE HIGH SCHOOL district in Calaveras County recently carried a successful school bond issue for \$60,000 for the purpose of erecting a new school building. Mr. Chas. F. Schwoerer, Calaveras County Superintendent of Schools, reports that the bonds carried by a 9 to 1 vote.

* * *

FACTS about the County Library is the title of a bright little folder in orange and yellow, issued by Alice G. Whitbeck, Librarian of the Contra Costa Free Library at Martinez. It carries crisp, tabloid items and queries. Publicity of this sort could well be emulated by many schools.

* * *

THE ORAL ARTS ASSOCIATION of Southern California recently has held a round table meeting. Plans also were made for the Christmas institute. Miss Carolina Abrams, president of the Association this year, has been active in promoting a large program. A notable luncheon of the officers was held at the Women's Athletic Club, Los Angeles.

* * *

STERLING LIFELONG BLACKBOARD is the trade name of a blackboard being put on the market by the Weber Costello Company of Chicago Heights, Illinois. The manufacturers experimented eight years and then gave it three years actual test in public and private schools, proving satisfactorily to themselves the good points claimed for it. Among these are longer slabs of greater durability and elasticity, finer, blacker and more uniform writing surface, fireproof, backing properly seasoned to give lifelong durability, immunity from warping and buckling and very minimum upkeep.

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When the brain is tired and memory lags, fatigue is the result. School teachers, clergymen, architects, and all professions that demand brain

work or concentration on difficult problems need HORSFORD'S ACID PHOSPHATE.

It increases nerve force and muscular power, the inclination for work returns.

A teaspoonful three times a day in a glass of cold water.

Refreshes and stimulates. Mental and physical weariness disappear.

Non-alcoholic. Scientifically prepared. Constant in quality.



All Druggists

Rumford Chemical Works
 Providence, R. I.

W-69 3-24

**Horsford's
 Acid Phosphate**

Dangling Legs

(Continued from Page 540)

ratio for "chubby" young children, "stout" individuals and most girls and women is rather lower. That of long-boned, hard-muscled boys is somewhat greater. About 60 per cent of school children may be seated in seats one-fourth of their standing height and the remainder in seats one to two inches lower.

Many school boards purchase no seats of the smallest (No. 6) size which are made at a standard height of 11 inches, while careful measurements show that 82 per cent of first grade children require seats of this size or lower and only about one per cent of first grade children have a seat height measure as great as 13 inches. Similarly, 19 per cent of third grade children require No. 6 seats and 43 per cent require No. 5. In the high school, it is found that 26 per cent of the pupils should have No. 3 desks or smaller, 53 per cent should have No. 2, whereas many schools use only No. 1 which is too large for all but about 21 per cent, and most of these would be equally comfortable in No. 2.

What to Do

Whenever there is any pressure of the seat under the knees of a child seated with feet squarely on the floor, the seat is too high. When the heels do not rest on the floor at all, as the child is seated erect, it is seriously so. Most of our schools should be re-seated throughout by installing a supply of the smallest size seats in the primary rooms and moving the others up from grade to grade. If seats are adjustable, there should be a general letting of them down.

* * *

Part Time School

(Continued from Page 535)

on a despondent girl whose mother is ill. A boy is reminded to bring some old bills from his store on which he can work next time.

And then they are gone, except for two or three who wish to discuss some special problem with the director. A boy inquires whether a call has come for a boy with a bicycle. A girl asks whether she may come back in the afternoon to put in extra hours on the typewriter. Another boy stops to say he is afraid he will not be able to hold his job and re-

ceives assurance of an immediate call on his employer to find out the difficulty. Still another lingers to ask shyly, "When are we going to give another play, Mrs. O'Hara?"

The last one has scarcely disappeared before the early arrivals of the afternoon group begin to appear. The director has time only to take a long breath and a bit of lunch before a new set of fascinating problems—educational, social and economic—are presented for her magic touch.

* * *

EDWARD S. JENISON, who for the past ten years has been with the Goulds Manufacturing Co., Seneca Falls, N. Y., the last five years as general sales manager, has become associated with the Smith Booth Usher Company, machinery dealers, Los Angeles and San Francisco, as vice-president and as resident partner in San Francisco. This company specializes in manual training equipment and supplies.

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TODAY . . . The New Atwood Regional-Political Map Series are revolutionizing geography teaching. Correlate with the Problem Project Method of teaching geography . . . make possible visualized geography instruction . . . and classroom success. Their reception has been most enthusiastic . . . their practical usefulness proved. 4,000 maps now in use in public and private schools.

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The four great classes of natural regions shown clearly. Political feature modern . . . up to date. Four supplementary maps showing relief, rainfall, distribution of population and land



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Colors exceptionally beautiful and harmonious . . . attractive to the child . . . readily seen from the back row . . . every detail perfect for visualization.

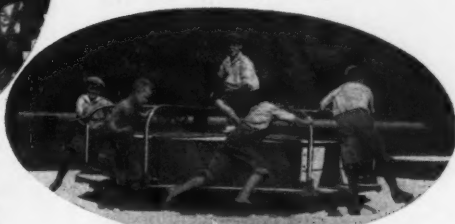
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OUR BIRD FRIENDS AND FOES
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DO YOUR PUPILS KNOW

That the tabby cat is an Egyptian; that the whale was once a land animal walking on four feet; that the earthworm is probably more important to man than the horse; that male mosquitoes do not bite?

DO YOUR TEACHERS KNOW

That the Romance of Science Series contains uncommonly interesting, practical, and informational material?

These amazingly interesting stories show the pupil the vitally important relation which exists between the animal kingdom (insects, birds, and animals) and human beings. Each story contains an enthralling romance. The author has vitalized his subjects and has made each story easy and pleasant reading, and at the same time has maintained a background of the proper scientific structure. Great care has been taken to have each story scientifically accurate. The eminent scientists who have read, criticized, and suggested the material assert that all statements are correct. This series is for use in Grades Five to Eight. The price of each book is 80 cents, less the usual discount to schools.

Illustrated descriptive literature upon request

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Represented by W. CAIRNS HARPER

149 New Montgomery Street

San Francisco, Calif.

FOR TEXTBOOKS

Say you saw it in the Sierra Educational News

Asiatics in Hawaii

(Continued from Page 531)

No White Americans

THE Royal School has an enrollment of 899 divided racially as follows: Japanese, 494; Chinese, 278; Portuguese, 56; "part"-Hawaiian, 49; Hawaiian, 16; Filipino, 6. There are no white American children in the school. Out of the 899, only 20 are foreign-born; all the rest are American citizens. In the cases of 142 of the children, both their fathers and mothers are also American citizens, while 614 had fathers and mothers both aliens. The rest had one parent an alien and one a citizen.

Mixed Teachers

All the teachers in the public schools of Hawaii must be American citizens. Last year there were 1,566 teachers, representing almost as many races as do the children in the schools of Hawaii. The largest number of teachers were White Americans, numbering 464; then follow the Chinese with 174; Portuguese, 129; Hawaiian, 86; Japanese, 80, and mixed races, principally "part"-Hawaiian, 514.

In addition to the public schools of Hawaii there are in the Islands 56 private schools with 462 teachers and 9,872 pupils. There are only 3,553 white Americans (including other Anglo-Saxon) in the schools of Hawaii; 1,839 being in the public schools and 1,714 in private schools. Most of the well-to-do Americans send their children to private schools or else to schools on the mainland.

A Chinese Winner

AH SING CHING, a Chinese eighth-grade boy in the Ewa Plantation School, is a fair sample of the product of Americanization in the public schools of Hawaii. This Chinese lad won the American Legion Prize Essay Contest in 1923 in competition with over 50,000 school children from every part of the United States. One sentence in Ah Sing Ching's essay is worthy of being remembered by every American. He said:

"What we want in our nation we must put in our schools."

American Education Week

November 16-22

CONSTITUTION DAY

Monday, November 16

"The Constitution is the bulwark of democracy and opportunity."

1. Unity, justice, tranquillity, defense, welfare and liberty.
2. Our Constitution guarantees these rights.
3. Our Constitution is the expression of the will of the people.
4. One Constitution, One Union, one Flag, one History.

PATRIOTISM DAY

Tuesday, November 17

"The Flag of the United States of America is the symbol of the ideals and institutions of our Republic."

1. Our Flag insures the sanctity of life and the security of property.
2. Quickened the sense of public duty.
3. Voting is the primary duty of the patriot.
4. Our national honor must be preserved from unjust attack.

SCHOOL AND TEACHER DAY

Wednesday, November 18

"It is not too much to say that the need of civilization is the need of teachers."

1. The teacher is a nation builder.
2. The school is the foundation of democracy.
3. Provide for the needs of your schools.
4. Trained teachers require adequate compensation.
5. The teaching of patriotism is the duty of all public servants.

CONSERVATION AND THRIFT DAY

Thursday, November 19

"The forests of America, however, slighted by man, must have been a great delight to God."

1. Conserve our national resources.
2. Prevent forest fires.
3. Industry and thrift spell prosperity.
4. Saving insures happiness.

KNOW YOUR SCHOOL DAY

Friday, November 20

"Progressive civilization depends upon progressive education."

1. Schools must progress with the times.
2. Preparation for modern day life demands a broader course of study.
3. The school must be kept abreast of science and invention.
4. A little invested in education saves much expended on crime, poverty and disease.

COMMUNITY AND HEALTH DAY

Saturday, November 21

"Physical education means health and strength."

1. The school is a community center.
2. Equality of opportunity for every American boy and girl.
3. Public library service for every community.
4. Proper food and rest for children.
5. A health officer for every community.
6. Adequate parks for city, state and nation.

FOR GOD AND COUNTRY DAY

Sunday, November 22

"Religion, morality, and education are necessary for good government."

1. Education in the home.
2. Education in the school.
3. Education in the church.

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Banking simple and easy
for customers who are out
of town.

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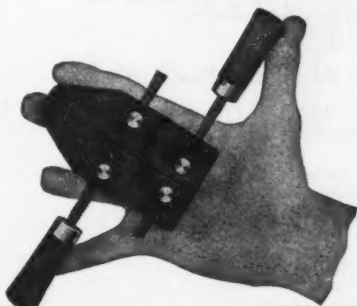
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Looks like a toy, but it's a real tool.
Of course we make big ones too.
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It's a Great Relief

to Have a
T.C.U. Umbrella
~ even in dry
weather



*But, Oh Boy,
When It Rains!*



When misfortune comes
in the form of Accident
Sickness or Quarantine—
that's when the T. C. U.
umbrella means a lot.

Read what B. Margaret
Owens, Franklin, Nebr.,
says: "Your advertise-
ment of protection under
an umbrella is certainly
true, only it doesn't tell
all. The wonderful sense
of financial security in
case of sickness means
more to me than I could
possibly express in words.

"I have not been sick
for two years, and know
a big lot is due to the
knowledge of my member-
ship in the T. C. U."

See What the T. C. U. Will Do For You

It will pay you \$50.00 a month when you
are totally disabled by Accident or Confin-
ing Sickness. It will pay you \$25.00 a month
for illness that does not confine you to the
house, but keeps you from your work. It
will pay you \$11.67 a week when you are
quarantined and your salary stopped. It
pays from \$333 to \$1,000 for major accidents,
or for accidental loss of life. All benefits
doubled for travel accidents. Protects dur-
ing the vacation period too.

Teachers Casualty Underwriters
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tive Benefits. Send me the whole story and
booklet of testimonials.

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1 ROLAND HAYES

Phenomenal Negro Tenor

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Leading Tenor Met. Opera Co.—
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Violinist—"Sensation of the Season"

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Violinist—"A Mighty Master of His Instrument"

8 THAMAR KARSAVINA

and Her Ballet with Pierre Vladimiroff

9 BENNO MOISEIWITSCH

Pianist—"Poet of the Keyboard"

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Season Tickets Now on Sale—Sherman, Clay & Co., Kearny and Sutter

\$1.00 DEPOSIT WILL HOLD YOUR SEAT UNTIL NOVEMBER 1, 1925



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THREE PROFESSIONAL SCHOOLS

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Many students from other art schools, Junior Colleges, Teachers' Colleges, Normal Schools and Universities are registering for degree courses. A special folder on "How to Secure Advanced Standing" will be sent on application.

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**THE DRAPER LINE OF ADJUSTABLE
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This type of shade was awarded the Gold Medal at the Brazilian Centennial.

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by using Jones' Self-Correcting Problems. The pupils know that in all correct answers a key or check appears, which does not appear in wrong answers. The key does not foretell the answers.

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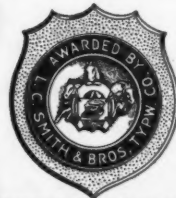
The Boy and His Vocation

By **JOHN IRVING SOWERS**
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